

Student Teaching One and Two
ECE 290 and ECE 291

Classroom Meetings Every Other Tuesday from 3:30 to 5:50



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Office Hours Ongoing and During On Site Visits

Remember: PRAXIS DEADLINES
Graduation Audit Deadlines
Transfer College Applications

COURSE NAME: Student Teaching I
ECE 290; Student Teaching II 291
COMMON COURSE NUMBER: ECE K
CREDIT: 3 Semester Hours
PREREQUISITES: Program Coordinator approval; At least 7 credits in ECE.
TEXT:

Curtis, Deb and Carter, Meg
2000. *The Art of Awareness: How Observation Can Your Transform Your Teaching.* St Paul Minneapolis, Pearson.

Mooney, Carol, 2000. *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky.* New Jersey, Perason.



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:

ECE K290 Student Teaching I

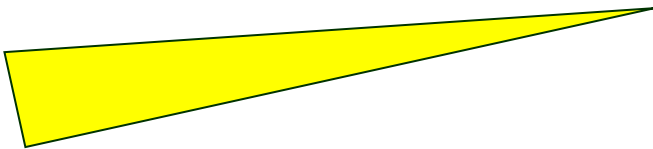
Students will:

- Apply fundamental knowledge of child development theory, teaching methodology, observation and assessment skills, and portfolio development within the birth through age eight learning environment.
- Develop foundational skills as a professional: including communication, team-work, ethics, and professional expectations and behaviors.
- Be exposed to current issues and research in the field of Early Childhood.

Key Learning Goals:

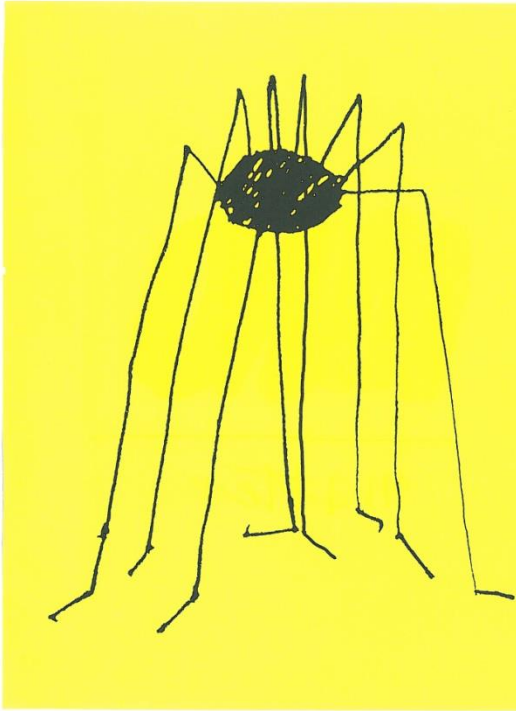
1. Actively applying child development theory to learning environments, family and the community.
2. Familiarizing and demonstrating the ability to implement basic OSHA standards (e.g., exposure standards for blood borne pathogens, general first aid, and safety standards).
3. Design learning tasks that 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. Begin to 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. Begin to 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.
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. Build materials and experience to enhance the Home School Connection.
 4. Reflect upon and analyze the process of teaching based on student experiences or learning. Submit biweekly reflections that reflect this process.
 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 125 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, monthly lesson plans and work.



Working Goals

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.



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). Student Teaching I requires **Monthly Lessons**; Student Teaching II Units with **6-8 lessons** and individual modifications.
- 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. Additionally, Documentation Boards will be submitted to create a visual of personal contributions and community building.
- 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. Course readings and articles are required.

- Each of you are required to complete a bi-weekly summary sheet. You should email this to me 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.
- 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.



FALL 2009

Aug. 25 Professional Day
Orientation for New Students
Last Day for Full Tuition Refund
Aug. 26 **Classes Begin**/Late Registration Begins
Add/Drop Period Begins
Sept. 1 Convocation
Sept. 2 Instructor Signature Required to Add Classes
Sept. 7 Labor Day - **College Closed**
Sept. 8 Last Day of Add/Drop and Partial Tuition Refund
Sept. 15 Constitution Day – **Classes In Session**
Sept. 22 Last Day to Select Audit Option
Nov. 3 Last Day to Select Pass/Fail Option

Last Day to Submit Incomplete Work from Spring '09 and Summer '09 Semesters

Nov. 11 Veteran's Day Observed – **Classes Not In Session**

Nov. 16 Last day to apply for Spring Graduation (May '10 and for Summer (August '10) completers who wish to attend the May '10 ceremony

Nov. 24-25 Make-up/Supplemental sessions – **Instructor Discretion**

Nov. 26-29 Thanksgiving Recess - **College Closed**

Dec. 9 Last Day to Withdraw from classes

Dec. 16 Last Day of 15 Week Session

Dec. 17-18 Makeup/Supplemental sessions – **Instructor Discretion**

Dec. 21 Final Grades Due Registrar's Office

Dec. 25 Holiday Recess - **College Closed**

Dec. 29 Grades available on web

Through out the course, our goal is to meet the following National Association of Young Children Standards

NAEYC STANDARDS....

Standard 1: Promoting child development and learning

Standard 2: Building family and community relationships

Standard 3: Observing, documenting, and assessing to support young children and families

Standard 4: Teaching and learning

Standard 5: Becoming a professional

The Supportive Skills

Supportive Skill 1: Self-assessment and self-advocacy

Supportive Skill 2: Mastering and applying foundational concepts from general education

Supportive Skill 3: Written and verbal communications skills

Supportive Skill 4: Making connections between prior knowledge/experience and new learning

Supportive Skill 5: Identifying and using professional resources

Seminar	NAEYC Competencies	Requirements	Readings
September 1	Identifying and involving oneself with the early childhood field	Complete Application Package; Commit to Placement.	Reflection Articles; Curtis, Chapters 1-3
September 15	Observing, documenting, and assessing to support young children and families Understanding the goals, benefits and uses of assessment	Write Philosophy; Letter to Parents; Expectations for bi-Weekly Reflections	Chapters 9, 10, 11 Readings
September 29th	Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	Lesson Plans - Establishing Your Role; building a community	Chapters 12 and 13 - Samples
October 12th	Know and understand the multiple influences on development and learning	Behavioral Management - Issues, strategies and outcomes	Chapters 5 and 8
October 26th	- Involving families and communities in their children's development and learning	Family Connection Package; Documentation Board	Chapters 6 and 7

November 9	Using developmentally effective approaches. Knowing, understanding, and using effective approaches, strategies, and tools for early education	Present Third Lesson Plan in Class	
November 17th	-Identifying and involving oneself with the early childhood field -Knowing about and upholding ethical standards and other professional guidelines	NAEYC and Professional Ethics Presented and Reviewed	
December 7 th -14 th	Engaging in continuous collaborative learning to inform practice	Team Portfolio Presentations and Reflections	

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.**

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."

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, 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.

