

Student Teaching TWO ECE 291

Classroom Meetings Every Other Tuesday 4:30 to 5:45
Every other week off campus at sites



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Remember: PRAXIS DEADLINES
Graduation Audit Deadlines
Transfer College Applications

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



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 II

Students will:

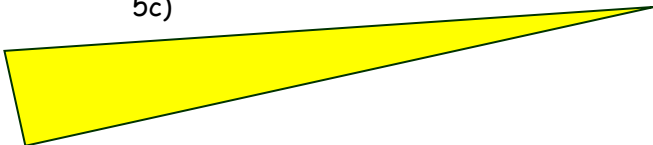
- Apply fundamental knowledge of child development theory, teaching methodology, observation and assessment skills, and portfolio development within the birth through age eight learning environment. (NAEYC 1b, 1c)

- Develop foundational skills as a professional: including communication, team-work, ethics, and professional expectations and behaviors. (NAEYC 6a, 6b)
- 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. (NAEYC 1a, 2a)
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). (NAEYC 6b)
3. Design learning tasks that include specific measurable student learning objectives the promote application of skills and conceptual understanding. (NAEYC 4a, 4b)
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. (NAEYC, 4b)
6. Create a positive learning environment by establishing a rapport through interactions with students demonstrating fairness, acceptance and developmentally appropriate interests. (NAEYC, 4d)
7. Manage routines and transitions in the classroom. (NAEYC, 4b)

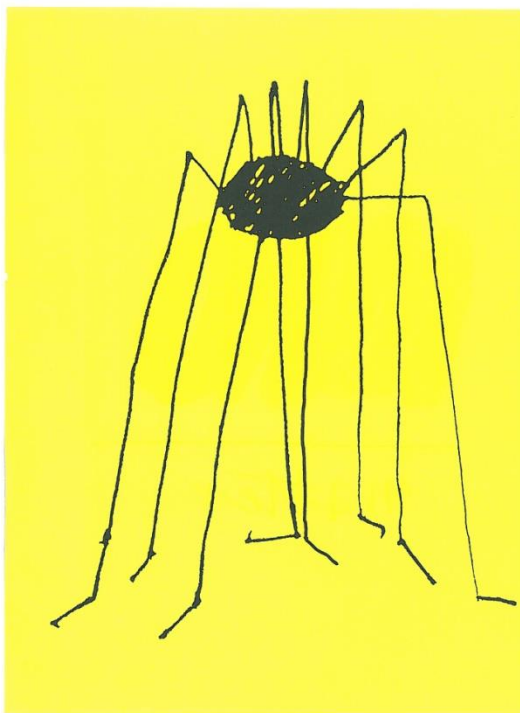
8. Implement instructions that include effective initiation and closure. (4B)
9. Use effective verbal and non-verbal communication techniques. (NAEYC 4b)
10. Monitor lessons for students understanding when it is necessary to adjust instruction and pacing. Beginning to collaborate and consult with other professionals to support children's learning and well being. NAEYC 4c, 6c)
11. Observing and Teaching positive social skills and interaction among children and adults. (NAEYC 3c)
12. Evaluating you as teachers through reflective writing, formal assessments and weekly emails. (NAEYC 3b, 3c, 4d, 6d)
13. Demonstrating ethical practices and conduct yourself as a professional. (NAEYC 6b)
14. Prepare a personal portfolio of work that demonstrates knowledge, skills, and experiences in the field of ECE. (NAEYC 5b, 5c)



Working Goals

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

- and academic disciplines. (NAEYC 5b)
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. (NAEYC 2a, b, c)
4. Reflect upon and analyze the process of teaching based on student experiences or learning. Submit bi-monthly reflections that reflect this process. (NAEYC 4d, 3a)
5. Demonstrate the ability to use developmentally appropriate and effective approaches to teaching. (NAEYC 1b, 1c)
6. Plan, implement and evaluate developmentally appropriate activities with teacher's support and feedback. (NAEYC 5b, 5c)
7. Work collaboratively with colleagues to examine the effectiveness of your instructions and interactions with children. (NAEYC 6d)
8. Complete 125 hours of direct practicum experiences that include independent classroom control and active practicum experiences. (NAEYC 5c, 1C)
9. Create a portfolio that reflects classroom observations and reflections, weekly documentations, monthly lesson plans and work. (3d)



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. 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 from 4:30 to 5:45 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-monthly 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 2010

Aug. 25 Professional Day

Orientation for New Students

Aug. 26 Classes Begin/Late Registration Begins

Sept. 2 Instructor Signature Required to Add Classes

Sept. 6 Labor Day – **College Closed**

Sept. 8 Last Day of Add/Drop and Partial Tuition Refund

Sept. 15 Constitution Day – **Classes In Session**

Oct. 11 Columbus Day Observed – **Classes In Session**

Last Day to Submit Incomplete Work from Spring '10 and Summer '10 Semesters

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

Nov. 15 Last day to apply for Spring Graduation (May '11 and for Summer (August '11) completers who wish to attend the May '11 ceremony

Nov. 23-24 Make-up/Supplemental sessions – **Instructor Discretion**

Nov. 25-28 Thanksgiving Recess – **College Closed**
Dec. 9 Last Day to Withdraw from classes
Dec. 16 Last Day of 15 Week Session
Dec. 17-20 Makeup/Supplemental sessions – **Instructor Discretion**
Dec. 21 Final Grades Due Registrar's Office
Dec. 24-25 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: Approaches to Connect with children and Families using Developmentally Effective Approaches
- Standard 5: Using Content Knowledge to Build Meaningful Curriculum
- Standard 6: 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 and Assignments - these will be assigned each week - please record |
|------------|--|--|---|
| August 31 | Identifying and involving oneself with the early childhood field | Complete Application Package; Commit to Placement. NAEYC and Professional Ethics Presented and Reviewed. Over view of required Observations. | Bimonthly Reflections Standards 6a, 6B, 5a, 5b Supportive Skills 4, 3 |
| Sept 14 | 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-Monthly. Reflections. Behavioral Sheets - introduced. | Bimonthly Reflections (NAEYC 4d, 3a) NAEYC 2b, 2c) Supportive Skills 3, 4, 5 |
| Sept 28 | Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments | Lesson Plans - Establishing Your Role; building a community. Project Approach Unit - EXPECTATIONS. | Bimonthly Reflections Overview of Project Approach Unit (NAEYC 1b, 1c) (NAEYC 5b, 5c) NAEYC 4b, 4d) NAEYC 3b, 3c, 6d) Supportive Skills 2, 3, 4, 5 |
| October 12 | Know and understand the multiple influences on development and learning | Behavioral Management - Issues, strategies and outcomes | BiMonthly Reflections (NAEYC 5b) (NAEYC, 1a, 4a) Supportive Skills 1, 3, 4, 5 |
| October 26 | - Involving families and communities in their children's | Family Connections | Biweekly Reflections Update on Unit (NAEYC 2a,b, c) NAEYC 1b |

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|---------------|---|---|---|
| | development and learning | | Supportive Skills 1, 2, 4 |
| Nov 9 | Using developmentally effective approaches. Knowing, understanding, and using effective approaches, strategies, and tools for early education | Using Content Knowledge to Build Meaningful Curriculum - Teach, think and observe CRITICALLY | Bimonthly Reflections (NAEYC 5b, 5c) (NAEYC 4a, 4b, 4c, 4d) Supportive Skills 2, 3, 4, 5 |
| November 23 | -Identifying and involving oneself with the early childhood field | NO CLASS One on One Meetings with Professor Skahan - office | NAEYC 6a, 6b Supportive Skills 1, 3, 4, |
| December 7 | -Knowing about and upholding ethical standards and other professional guidelines | NAEYC and Professional Ethics Presented and Reviewed - | NAEYC 6b Supportive Skills 1, 3, 5 |
| December 14th | Engaging in continuous collaborative learning to inform practice | Team Portfolio Presentations and Reflections | NAEYC 3d, 5b, 5c Supportive Skills 1, 3, 4, 5 |

Course Evaluation

Grades Equivalent Quality Points

A 94- 100 4.0

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|----|--------|-----|
| 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 an 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, 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.

