

CASPER COLLEGE COURSE SYLLABUS
Student Teaching in Early Childhood Education– EDEC 2210

Semester/Year: Fall 2015

Lecture Hours: 2

Lab Hours: 8

Credit Hours: 6

Class Time: 8:00-9:50 a.m.

Days: Friday

Room: LH 162

Instructor's Name: Cammy Rowley, Ph.D.

Instructor's Contact
Information:
Office: LH 151F

Office Phone: 268-3321

Email:
crowley@caspercollege.edu

Office Hours: Monday & Tuesday – 1:00-2:00
Wednesday 6:00-7:00 p.m.
Thursday 12:00-1:00
Friday – 10:00-10:50 a.m.

Course Description: By actively participating in the care and education of young children in an early childhood program, students should become more proficient in administrative skills, increase their awareness of contemporary issues in early childhood, and demonstrate a high level of competence as a head teacher. Students will serve a total of 104 hours in directed field experience and 30 hours in seminar during the semester. Enrollment is limited to majors in early childhood education except by permission of the instructor.

Statement of Prerequisites: EDEC 1100, EDEC 1105, EDEC 1300, EDEC 1305, or permission of the instructor.

Goal: This course is a *capstone experience* in Early Childhood Education. Students *demonstrate* knowledge, skills and abilities in teaching young children and administering a classroom effectively and competently.

Outcomes: Casper College General Education outcomes that apply to this course:

1. Students will demonstrate effective oral and written communication in seminar and in assigned student teaching site.
- 2.

Course Objectives: The student will...

1. Laboratory/Student Teaching
 - assume the role of a lead teacher of a preschool program including designating duties of student assistants.
 - demonstrate responsibility through punctuality, lesson planning/preparation and communication with mentor and instructor.
 - develop, implement, and evaluate developmentally appropriate curriculum.
 - appropriately manage the classroom including the guidance of children's behavior.

- Students will maintain a stimulating and orderly learning environment
- develop and maintain positive relationships with parents and colleagues in the program and the community

2. Issues and trends

- identify, describe and relate their personal vision for addressing current public policy issues now facing parents, young children, professionals, and society in the field of early childhood.

Methodology: This course includes laboratory experience and seminar discussion. For complete credit all assignments must be on time and attendance in lab and seminar is required. Acceptable reasons for excused absences included school activities and illness. **Excused absences MUST be made up within the week and arrangements for this need to be made by the student with the instructor and lab cooperating teacher.**

Course Requirements:

1. **Laboratory:** 8:00-4:00 one day per week (Including a 30 minute planning period) at the Early Childhood Learning Center or approved site, as lead teacher to include:
 - Personal learning objectives designed by you to be carried out in the laboratory setting. The progress of these objectives and their conclusions will be related in your **weekly journal and final self-reflection.**
 - Communicating with assigned lead teacher to plan objectives and curriculum for children.
 - Time will be given in seminar to coordinate planning among student teachers, however, the majority of planning and preparation of materials will be done out of class time just as if you were in an actual teaching position.
 - Activity books for ideas can be checked out either from the instructor's office, mentor teacher or the ECLC lending library.
 - Lesson plans need to be completed by **Friday, 2 weeks in advance** after consultation with mentors. **Two copies** will be submitted, one to your **assigned mentor** and **one to the instructor during lecture.**
 - **Instructional materials need to be collected, organized and ready for presentation prior to the week the lessons are to be taught. This may require additional time at your practicum site and communication with you mentor.** If not ready or on time, a notation is made by the instructor and the situation is remedied immediately by the student. If this occurs a second time, a recommendation from the instructor for withdrawing will be made based on the impact to children and mentor.
 - Lab time will be designated as planning time with your assigned lead teacher.
 - A 30 minute break is required and the planned time will be determined by you and your assigned lead teacher.

2. Parent and Teacher Partnership:

- You will plan, implement, and evaluate a documentation panel of a resource unit you have taught to be displayed either at the ECLC or site and discussed with and approved by your instructor. Date to be displayed will be determined by you in collaboration with your lead teacher and /or instructor. The purpose of the documentation panel is to share the process of the unit and serve as a communication tool for parents and others (See Handout for further criteria). Panels will be shared in seminar. See schedule for date.

3. Issue Papers or Advocacy Event:

- (Paper) Students will bring professional journal articles(s) to seminar class for discussion. Bring enough copies for each student in class and the instructor. Topics and due dates will be determined through class discussion. Assigned paper will identify, describe, and relate your personal vision for problems and solutions for each issue will be included in your portfolio. Use APA style and include references.
- (Advocacy Event) Students participate or present at a community event or ECLC event issues related to early childhood. A resource packet will be created, presentation documented and a reflection of the experience will be written.
- A brief class presentation and discussion will occur at a date after papers are written. Students are encouraged to think of interesting ways you would share this information with your classmates.

4. Portfolio:

A portfolio will be developed through this semester. I will serve in an advisory capacity throughout this project but the final project will be yours. Remember that it will be used in the next step toward your goals so it must be professional and should reflect you in the very best way possible. An electronic portfolios through *efolio* is the required format for this documentation. You may include whatever you wish in your portfolio but the following are **required**:

Resume and Cover Letter: Write a resume and a cover letter for yourself that can be used in job applications

Outcome #1 – Child Development

Suggested Artifacts:

Case Studies from Child Psychology

Observational Reports from Child Development Lab

Lesson plans that demonstrate modifications for differing age groups

Outcome #2 – Family/Community Relations

Suggested Artifacts:

Case Study or Dream Program assignment from Administration in ECE

Documentation Panel Report (with photograph of panel)

Bioboard picture from Curriculum and Planning

Newsletters or field trip notices prepared during Student Teaching

Outcome #3 – DAP Assessment

Suggested Artifacts:

Case Study of child from Observation and Guidance

Assessments used during Student Teaching and Curriculum and Planning

Evaluations from Infant and Toddler Care

Outcome #4 – DAP Curriculum

Suggested Artifacts:

Resource Unit project from Curriculum Planning and Development

Lesson plans from Curriculum Planning and Development

Lesson plans from student Teaching

Outcome #5 – Successful Internship

Suggested Artifacts:

Mentor Teacher evaluations

Instructor evaluations (curriculum, guidance, student teaching)

Journal entries (selected samples)

Issue Paper/community advocacy reflection

Student Teaching Learning Objectives

Self Evaluation

Videotaped lesson(s)

Written justification of the items in your portfolio. Here is an example of how to write and format the rationale when presenting your artifact. You should include the three bolded headings as stated below with your rationale. The rationale can be written in either first or third person and should reflect YOUR knowledge in meeting the designated INTASC and/or NETS-T standards.

Date: *September, 2014*

Course (if applicable): *MATH 1100 & EDCI 1410 Number/Operations for Elementary Teachers & Seminar*

Rationale:

This lesson plan and evaluation demonstrates ability to assess a child's proficiency.....and meets standard #? by.....The lesson plan includes instructional and behavioral objectives, sequence of activity,.....

Learning through planning and teaching this lesson

The evaluation includes evidence of children's work, teacher and student interactions,.....Below each picture is a caption explaining the child's actions, verbal interactions, and teacher's differentiations when.....

4. **Videotaped** observation of your teaching will be made during the semester by mentor teachers or the instructor.
5. **Formal Evaluations** will be given by mentors and the instructor throughout the semester.

Evaluation Criteria: Your final grade will be a letter grade of A through F. Grades will reflect seminar and lab site work. Preparation and participation in weekly seminar is required. **Laboratory work is a primary consideration in the course grade.**

Seminar will include:

Weekly journal reflections	12- 14 @ 10 points each (120-140 points total)
Documentation panel	50 points
Issue Paper/Advocacy Event	50 points
Portfolio	300 points
Other possible quizzes (TBA)	1 – 25 points
Or supplemental activities	

Final grade will be decided through consultation with your assigned lead teacher, and the course instructor.

Submission of seminar assignments:

LATE WORK WILL NOT BE ACCEPTED WITHOUT PRIOR ARRANGEMENTS WITH THE INSTRUCTOR. If prior arrangements have not been made, assignments will **not** be accepted and a score will not be given. Accepted late work will be reduced by half credit per week.

- **Late work (lab) impacts mentor teachers and children.** Unprepared lessons or materials will result in a meeting with mentor teacher and instructor with a plan of action being made. If this occurs a second time, a recommendation from the instructor for withdrawing will be made based on the impact to children and mentor.

Lab Attendance:

In this practicum experience, students are to be modeling the highest level of professionalism. As a result, punctuality and attendance are mandatory. It is required that you arrive on time for lab and stay for the entire lab session in order to earn credit for each session's attendance.

Students who know they will need to miss lab must contact their instructor **prior** to the absence.

1. If a student has an unexcused absence, excessive tardies (more than two) or leaves practicum early (more than once), their course grade will be lowered two grade levels and will be addressed in their final mentor and instructor evaluations.
2. If more than one absence occurs, a meeting with mentor, instructor and student will occur. If this occurs a second time, a recommendation from the instructor for withdrawing will be made based on the impact to children and mentor.

Required Text, Readings, and Materials: Epstein, A (2007). *The intentional teacher: Choosing the best strategies for young children's learning*. Washington, D.C.: National Association for the Education of Young Children.

Various Articles, book chapters or texts provided by instructor pertinent to topic of discussion.

Class Policies:

Last Date to Change to AUDIT status: See Casper College catalog.

Last Date to WITHDRAW from class: November 12, 2015.

Notice of Background Check:

All education students are subject to background checks and finger printing for selected educational coursework involving student contact and future employment as professionals in education and related fields. This paper work will be completed and sent in the first week of class.

Required paperwork will be completed by students, determined by the site.

Tuberculosis Testing: All students will receive TB tests, or show proof of one administered during the calendar year.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student. It is expected that students will conduct themselves in a civil and respectful manner during class meetings and in individual meetings with the instructor. The class will provide a safe, hostile-free, and non-intimidating environment for all students.

Chain of Command: If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head (Dr. Kerri Mahlum), then the School Dean (Dr. Brandon Kosine), and lastly the Vice President for Academic Affairs (Dr. Shawn Powell).

Academic Dishonesty - Cheating & Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.

Electronic Portfolio Requirement for Education Majors: All education students at CC are required to show evidence of program outcomes (artifacts) through the completion of an electronic portfolio. These artifacts will include appropriate pedagogical practices, as well as knowledge and skills of content area as outcomes for the CC education program. These artifacts are also utilized to demonstrate NCATE (National Council for Accreditation of Teacher Education) and INTASC (Interstate New Teacher Assessment and Support Consortium) proficiencies. Artifacts will be documented within the electronic portfolio - eFolios – provided via Minnesota State Colleges and Universities and Casper College. Early Childhood Education majors will also be required to document proficiencies for NAEYC (National Association for the Education of Young Children) through the use of eFolio for student teaching. Please save all relevant work in this course in electronic format as evidence of meeting course/program outcomes

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.