 **Dr. Teresa Banks**

**EC 320: Practicum**

**Teacher Education Department**

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**EC 320 Practicum Experience**

**Course Description:**

The purpose of the course is to develop [or extend] competence in teaching in the early care and early childhood program. Students will gain knowledge of major components in early childhood teaching and practice the skills for that teaching in an approved setting under quality supervision.

Students demonstrate early childhood teaching competencies under guided supervision to make connections between theory and practice and developing professional behaviors. Students apply comprehensive understanding of children and families; developmentally appropriate, child-centered, play-oriented approaches to teaching and learning; and knowledge of curriculum content areas. They design, implement and evaluate experiences that promote positive developmental and learning for all young children. Students become informed advocates for high-quality and appropriate educational practices and policies.

**Course Objectives:**

Upon completion of the course, the candidate should be able to demonstrate the knowledge, skills and disposition to:

1. Prepare lesson plans in accordance with desired student competencies

2. Utilize effectively a variety of teaching techniques and strategies in the early childhood setting.

3. Use effectively discipline and management techniques and strategies in the early childhood setting.

4. Demonstrate effective communication skills, including reading, writing, speaking, listening and visually representing with pupils, parents colleagues, and others in oral and written English.

5. Evaluate pupil progress and use information to inform instruction.

6. Provide for individualized instruction and diverse needs of students.

7. Provide experiences that incorporate a multi-cultural society as well as that of an inclusive society

8. Establish a positive working relationship with the members of the professional staff, parents, and other individuals.

**Required Text:**

*Early Childhood Field Experience: Learning to Teach Well.* 2nd Edition (2009). Browne, Kathryn & Ann Miles Gordon. Pearson Publication

**Required Reading:**

NAEYC Code of Ethical Conduct (1988). Washington, DC: National Association for the Education of Young Children. http://www.naeyc.org/about/positions/PSSETH05.asp

**NAEYC Standards** <http://www.naeyc.org>

**1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

**2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children’s development and learning

**3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

**4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

**5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

**6. BECOMING A PROFESSIONAL**

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

**7. EARLY CHILDHOOD FIELD EXPERIENCES**

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

**Suggested Assessment Strategies:**

The above objectives will be assessed through the following strategies:

* Instructor rates products produced for demonstration using predetermined rubric.
* Instructor rates simulation activities using predetermined rubric.
* Instructor rates field experiences using predetermined rubric.
* Candidate self-assesses academic growth through reflecting on field experiences and class assignments.

**Academic Integrity:**

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. **Students are expected to maintain the highest standards of academic integrity.** Behavior that violates these standards is not acceptable. Cheating on examinations, plagiarism, and improper acknowledgement of sources in essay and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

**Classroom Conduct:**

Students are expected to fully participate in all classroom activities, and come to class prepared to discuss assigned material. Class will begin promptly, and all students are expected to be ready to begin.

* **All cell phones should be silenced for the duration of the class**. Place your phone on silent or vibrate when you walk through the door to prevent any disruptions during class.
* Class discussions need to be conducted in a manner that is respectful and considerate of everyone in the class. While opinions may be strong or discussions heated, it is essential that all students are given an opportunity to participate in a comfortable environment. Free discussion, Inquiry, and expression are encouraged in the classroom. Classroom behavior that interferes with either the instructor’s ability to conduct the class or the ability of students to benefit from the instruction is not acceptable. Classroom behavior that is deemed inappropriate and cannot be resolved by the student and faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review.

**Written Assignments:**

All written assignments need to be typed and prepared in APA format. Minimally this includes the following: double-spaced, 12 point Times New Roman font, and the first word indented in each paragraph with 1 inch margins. Please put page numbers on the top right hand corner of each page. All assignments must include the following elements in the heading: name, class number, title of assignment, and date.

**Late Assignments:**

All assignments are **due on the date provided in this syllabi** and will be promptly returned with appropriate feedback. All assignments are due at the beginning of the class period they are assigned.

**Students with Special Needs:**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Service for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education Social Science Building to register for the program at the beginning of each semester.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

**Attendance/Participation:**

This class will be taught in a highly interactive manner and therefore your attendance at every class session is extremely important. It is necessary that you attend all classes, are on time, and do not leave class early. Attendance will be taken and it is your responsibility to sign the attendance for each class. ***Three (3) tardies is equivalent to one (1) absence. Two (2) absences in this course will result in a decrease in grade by one (1) letter grade.*** If something unexpected occurs and you are unable to come to class, it is your responsibility to contact me as soon as possible through email to explain. If you miss class it is your responsibility to find out what was missed or to get copies.

It is also extremely important that you conduct yourself in a professional manner at all times. You will be graded on this aspect of your performance. Class participation/cooperation includes attendance, appropriate attitudes, professionalism, responsiveness and involvement. Assessment of your level of professional conduct will be at the discretion of the instructor. Points may be deducted from your professionalism grade as deemed appropriate by the instructor.

**FIELD HOURS:**

Practicum students must find placement and begin fieldwork by the third week of the semester. **Students are required to work a minimum of 6 hours per week for a minimum of 2 hours at a time, for a total of 50 contact hours per semester with a child. Nine (9) hours will be earned through PLATO.** All students must confirm and/or set up field placement by the second class, returning a confirmation note to the College Instructor.

**Fieldwork must be at an approved site.** Approved sites are:

\**Mentor programs \*Head Start [selected] \* Pre-K-1 classes in P-12 settings*

*\*NAEYC-accredited \*MDE/state-funded centers \* Public Schools grade Pre-K -2*

Students must work under the supervision of a teacher holding a Bachelor’s Degree [or higher] within a center which holds a Child Development Permit or under a licensed Pre-K-grade1 educator in a Public or private setting. Students may work at their places of employment if they are approved sites.

**Professionalism in the Field:**

This is one of the most important aspects of your practicum experience. Professionalism covers a broad range of behaviors including (but not limited to) the following:

* Timeliness
* Reliability
* Ethical behavior
* Appearance
* Demeanor
* Ability to receive constructive criticism
* Appropriate dress
* Appropriate care for materials and equipment

**Appropriateness of interactions with all adults and children**

It is your responsibility to clarify your role with your site supervisor. Know what you are expected to do and how you are expected to handle yourself. One true sign of a professional is going above and beyond the minimum requirements of the job-check with your site supervisor and make sure you understand all expectations and requirements prior to beginning your practicum.

**Specific Goals for the Practicum Experience:**

1. Apply principles of early learning and appropriate practice in early childhood settings.

2. Strengthen your ability to use environment as a tool for helping children learn about themselves and strengthen their own self-concepts.

3. Gain a greater understanding of the organization and goals of programs serving young children.

4. Plan collaboratively with other educators.

5. Observe children objectively and effectively and make use of these observations for planning purposes.

6. Plan, develop, and implement instruction with young children that meet the physical, emotional, social and cognitive needs of the children.

7. Motivate children through the use of developmentally appropriate materials and activities that encourage the use of child’s prior knowledge.

8. Strengthen ability to follow interests of children and facilitate individual learning and development.

9. Communicate with professional or parents regarding children’s learning and development and/or ways to facilitate learning and development.

10. Study and apply ethical guidelines for professionals in the field of early childhood education.

**GRADING SCALE**

100-90= A 89-80= B 79-70= C 69-60=D 59-below = F

**OVERVIEW OF COURSE ASSIGNMENTS**

**IN-CLASS ASSIGNMENTS**

Throughout the semester you will engage in assignments and activities related to the lesson discussed. These assignments are given during the class and cannot be made up due to tardies or absents (including excused) (20 points each).

**COURSE CALENDAR**

***COURSE DISCLAIMER: The instructor reserves the right to adjust the course content as needed.***

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| --- | --- | --- |
| **Date** | **Topic** | **Assignment(s) due** |
| August 21 | Course overview/assignments/  NAEYC Standards/syllabi | Read Code of Ethics |
| August 28 | Course assignments and handbook  Code of Ethics | Code of Ethics assignment due |
| September 4 | Video ECE set-up /Approaches  video analysis | ***Background checks are due***  **Philosophy statement** |
| **September 11** | **Field Observations/ External** |  |
| **September 18** | **Field experience**  **&**  **PLATO** | **PLATO (1.5 hrs)** |
| September 25 | Room arrangements |  |
| October 2 | Mid-term exam |  |
| **October 9** | **External/PLATO** | **PLATO (3hrs)** |
| October 16 | Writing IFSPs & IEPs |  |
| October 23 | Field observations/External |  |
| **October 30** | **PLATO EXTERNAL** | **Plato (3 hrs)** |
| November 6 | SPED presentations |  |
| **November 13** | **Field observation**  **&**  **PLATO** | **PLATO ( 1.5 hrs)** |
| November 20 | **THANKSGIVING** C:\Users\tebanks\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KVCFILJX\give-thanks[1].png | |
| **November 27** | **Field observation** |  |
| December 4 | Final Examination |  |

**NOTE: Bold represents day in the field outside of classroom.**

REFERNCES

Websites

1. NAEYC Code of Ethical Conduct (1988). Washington, DC: National Association for the

Education of Young Children. <http://www.naeyc.org/about/positions/PSSETH05.asp>

2. NAEYC Standards: <http://www.naeyc.org>

Recommended Resources

1. To Teach Well: An Early Childhood Practicum Guide, Browne & Gordon, Pearson Higher Ed

2. Developmentally Appropriate Practice in Early Childhood Programs, Bredekamp & Copple

NAEYC Publications

3. California State Infant/Toddler Learning & Development Program Guidelines, Available at: <http://www.cde.ca.gov/re/pn/fd/documents/itguidelines.pdf>

*4.* Harms, Clifford & Cryer, Early Childhood Rating Scale-Revised Edition Teachers College

Press. (Students may use other editions that include Infant-Toddler, School-Age, and Family

Child Care.)

5. Helm, J. H., Katz, L, G. (2001) Young investigators: The Project Approach in the Early Years.

Williston Vermont: Teachers College Press.