

**Course: EC 463 Practicum Experience**

**Meeting Day and Time: Thursday 6:00p – 8:00p**

**Instructor: Dr. Teresa Banks**

**Office: O.P. Lowe 230 Email:** **Teresa.banks@mvsu.edu** **Phone: 662-254-3698**

**Office Hours: Tuesday-Thursday: 8:00a -12:00p & Thursday Monday & Friday: by appointment**

**Course Description:**

This course is an advanced practicum that includes observation, participation, and teaching in the early childhood setting. Emphasis is on program planning including assessment for children in early childhood education. The practicum stresses observing, analyzing, and classifying activities of the mentor and comparing personal traits with those of successful early childhood educators. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior.

**Expected Learning Outcomes:**

Upon completion of this course, the student will be able to:

 1. Articulate and demonstrate skills needed to develop supportive, inclusive learning climates, including collaborative, respectful partnerships between children, professionals, family members, and communities that are culturally and linguistically diverse.

2. Evaluate student interests, strengths and challenges, teaching resources and materials, and evidence-based instructional practices to plan, implement, and assess curriculum appropriate for diverse children within the context of the Mississippi Department of Education 3-4 year old Standards and other relevant standards.

3. Demonstrates professionalism through self-reflection and assessment, professional behavior and dispositions, effective verbal, written, and digital communication and collaboration strategies, appreciation for the importance of professional development and leadership activities, and ongoing adherence to legal, ethical and policy requirements.

 4. Demonstrate the knowledge and ability to design implement, evaluate and adapt respectful, cohesive early childhood environments and evidence-based practices and curricula that are developmentally, individually, and culturally appropriate.

 5. Use nondiscriminatory formal and informal assessment methods that are also culturally and linguistically valid and appropriate across developmental domains to collect and maintain student assessment data and differentiate and modify instruction, monitor performance and assess progress, support positive behaviors, and collaborate with families and other professionals.

6. Use assessment data, evidence-based practices, and appropriate materials to plan, implement, assess and modify activities for differentiated instruction that supports all domains of development including the reading, writing, and oral communication of children, including those who are culturally, linguistically, and ability diverse.

7. Demonstrate professional work habits including dependability, time management, independence, teamwork and responsibility.

**Course Readings:**

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>
3. MVSU Early Childhood Practicum Handbook

**NAEYC STANDARDS**

**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)

**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 3 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. 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.

**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 time and will be promptly returned with appropriate feedback. All assignments are due at the beginning of the class period in which they are assigned.

**Accommodations for 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. 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 from a classmate. 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.

 **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 s
* 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. Please be sure to clarify with your site supervisor any issues regarding professionalism. If at any time you need assistance in determining the professional behaviors that are appropriate for your site, please contact your college supervisor immediately.

**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.

**ABOUT THE PRACTICUM ASSIGNMENTS:**

You are expected to spend 10 – 11 weeks for field observation. The last two weeks should focus on you providing teaching practices using your selected Activity plans (4 minimum which equals two at least 2 per week).

**Please see Field Observation guide for additional assignment descriptions.**

**EC 463 Calendar**

*Disclaimer: The instructor reserve the right to adjust assignments as needed for the betterment of the course.*

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| **Dates** | **Discussion/Assignment** | **Assignment(s) Due** |
| August 23 | Course overview/ Assignments/Placements |
| August 30 | Course assignments/Activity plans/video observationREAD CODE OF ETHICS and NAEYC Standards |
| September 5 | Standard activity and Code of Ethics | Background checks are due |
| September 13 | Field observations |  |
| September 20 | Field observations |  |
| October 4 | Mid-term exam | Mid-term field observationsStory time video due by email before 8:00 p.m. |
| September 27 | Newsletter and meeting agenda |  |
| October 11 | Field Observations |
| October 18 | Field observations |  |
| October 25 | Midterm exam | Activity plans without observation, journal entries and Mid-term evaluation form |
| November 1 | Field observations |  |
| November 8 | Field observations |  |
| November 15 | Websites Evaluations  |  |
| November 22 | **THANKSGIVING NO CLASS** |
| November 29 | What’s next for me? Planning for grad schools and employment | portfolios |
| December 6 | Portfolios can be picked up before 4:30 p.m.  |

**REFRENCES**

[www.neayc.org](http://www.neayc.org)



**EC463 Practicum**

**Student Information Sheet & Syllabus Contract**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Phone:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Email Address:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Child Care Program**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Phone:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Emergency Contact Person**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Phone:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What I hope to learn from this class:

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What the instructor needs to know to help me be successful in this class:

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I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that I must obtain a cumulative grade of at least “C” to successfully complete the course.

I agree to adhere to all course and department policies as referenced in the accompanying syllabus. I have had ample time to review this information.

STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

REFERENCES

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.