Semester/Year: Fall 2006

Lecture Hours: 2  Lab Hours: 8  Credit Hours: 6

Class Time: 9:00-10:50  Days: Friday  Room: CE 116

Instructor’s Name: Cammy Rowley

Instructor's Contact Information:
Office: CE 121
Office Phone: 268-3321
Email: crowley@caspercollege.edu

Office Hours: Monday, Wednesday and Friday:  8:00-8:50
Tuesday: 1:00-2:00
Thursday: 6:00-6:50 p.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 120 hours in directed field experience and 15 hours in seminar during the semester. Enrollment is limited to majors in early childhood education except by permission of the instructor.

Statement of Prerequisites: EDCI 1100, EDCI 1105, EDCI 1300, EDCI 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:
1. Laboratory/Student Teaching
   Students will assume the role of a lead teacher of a preschool program including designating duties of student assistants.
   Students will develop, implement, and evaluate developmentally appropriate curriculum.
   Students will appropriately manage the classroom including the guidance of children’s behavior.
   Students will maintain a stimulating and orderly learning environment.
   Students will develop and maintain positive relationships with parents and colleagues in the program and the community.

2. Issues and trends
   Students will 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 and arrangements for this need to be made by the student with the instructor and lab cooperating teacher.

Evaluation Criteria: 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 14 @ 10 points each (140 points total)
Documentation panel 50 points
Issue Paper 50 points
Portfolio 300 points
Other possible quizzes (TBA) 1 – 25 points
Or supplemental activities

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

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. **Absences from class do not excuse assignment due dates.**

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. At that time it will be determined by the instructor if the absence is excused or unexcused.

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 to grade levels and will be addressed in their final mentor and instructor evaluations. Students will be required to record their arrival and departure times each day for lab. 8 hours per lab session for a total of 112 lab hours is required for successful completion of this course.

Specific Course Requirements:
1. **Laboratory:** 8:00-4:00 one day per week (including a 30 minute break and 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.

   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 or the ECLC lending library.

Lesson plans need to be completed by Friday, 2 weeks in advance. One copy will be submitted to your assigned lead teacher/placed in Lab Assignment Notebook under the correct theme and 1 copy submitted to instructor during lecture.

Instructional materials need to be collected, organized and ready for presentation prior to arriving at Lab.

Learning center materials must be ready for presentation one week prior to instruction.

Lab time will be designated as planning time with your assigned lead teacher.

A 30 minute break is required and the panel time will be determined by you and your assigned lead teacher.

2. Parent and Teacher Partnership:
You will plan, implement, and evaluate a documentation /s of a resource unit you have taught to be displayed either at the ECLC or CE building 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)

3. Issue Papers:
You 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.

4. Portfolio:
A portfolio will be developed through this semester. 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. 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
   Course Outcomes:
   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)
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
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
Journal entries (selected samples)
Issue Paper
Student Teaching Learning Objectives
Self Evaluation

Videotaped lesson(s)

Written justification of the items in your portfolio. (Refer to chapters 1 and 2 of Campbell, Cignetti, Melenyzer, Nettleson and Wyman (2004). How to Develop a Professional Portfolio (3rd Ed.), Boston, MA: Pearson Education, Inc

5. Videotaped observations of your teaching will be made throughout the semester. These will be both scheduled and unannounced.

Required Text, Readings, and Materials:

Class Policies:

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

Last Date to WITHDRAW from class: November 3, 2006.
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.

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. Excused late work will be reduced by one grade per week late.

Lab Attendance:
In this practicum experience, students are to be modeling the highest level of professionalism. As a result, punctuality and attendance are mandatory. Students who know they will need to miss lab must contact their instructor prior to the absence. At that time it will be determined by the instructor if the absence is excused or unexcused. If a student has an unexcused absence form their practicum, their course grade will be lowered two grade levels and will be addressed in their final mentor and instructor evaluations.

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, then the division chair (Dr. Dave Cherry), and lastly the vice president for academic affairs (Dr. Carmen Simone).

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.

ADA Accommodations Policy: It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please make an appointment to see me at your earliest convenience.
Tentative Course Outline and Schedule

9/1  Orientation/Overview of Course
     Course Outline/Requirements, Grading system
     (No Lab, Classes Begin)

9/8  Review of Child Development and Learning Theories
     DUE:  Personal Goals/Objectives

9/15 Activity Planning & Instruction
      DUE:  Journal

9/22 Planning & Instruction Continued
       DUE:  Plan Ideas
          Journal

9/29 Trends and Issues:  Determine Issues to Study
       DUE:  Current journal or news article on Early Childhood topic
          Journal

10/6 Professional Commitment/Growth/Portfolios
      DUE:  Reading assignment:  Chapters 1 and 2
           Journal

10/13 A Student Teacher’s Values and Developing a Teaching Style
       DUE:  Journal

10/20 Outcome #1 – Knowledge of physical maturation, cognitive and language,
       and social/emotional development from pre-birth to age 8.
       DUE:  Journal

10/27 Outcome #2 – Knowledge of the diverse perspectives of family
       parent/child/community/school/system and various approaches to parent
       involvement.
       DUE:  Journal

11/3  Outcome #3 – Competence in articulating rational for and the
       implementation of developmentally appropriate practice in the education
       of all children including techniques of informal and formal assessment and
       the process for evaluating early childhood programs.

       Outcome #4 – Competence in planning and implementing
       developmentally appropriate curriculum though the facilitation of play and
       the design of appropriate learning environments to meet the needs of all
       young children.
       DUE:  Issue Paper
           Journal
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<th>Date</th>
<th>Event</th>
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<tr>
<td>11/10</td>
<td>No Class – National Association for the Education of Young Children Conference – Atlanta, Georgia</td>
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<td>11/17</td>
<td>No Class – Advising Day</td>
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<td>11/24</td>
<td>Thanksgiving Break</td>
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<td>12/1</td>
<td>Outcome #5 – Successful completion of teaching and/or internship experience, with appropriately certified supervisors, which are of sufficient length and concentration in order to experience the full range of teacher activities.</td>
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<td>- Self Evaluation</td>
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<td>- Interviews and resumes</td>
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<td>DUE: Resumes and cover letters (BRING DRAFT TO CLASS)</td>
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<td>- Journal</td>
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<td>- Documentation Panel (last day to submit)</td>
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<td>12/8</td>
<td>Portfolio Submission</td>
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<td>- Set up appointments for mock interview and final conferences</td>
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<td>DUE: Portfolio</td>
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<td>- Journal</td>
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<td>12/15</td>
<td>Video Tape Mock Interviews During Week by Appointment</td>
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<td>Finals Week</td>
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<td>- Final Conference by Appointment</td>
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