Course Number and Title: EDEC 2210-N1 - Student Teaching in Early Childhood

Semester: Spring 2016

Lecture Hours: 2   Lab Hours: 8 (To be arranged)   Credits: 6

Instructor: Kerri Mahlum, Ed. D.

Office: LH 151-C

Office Hours:
Monday through Thursday 4:30-5:30
Friday 10:00-12:00

Telephone: (O) 268-2430
Email: kmahlum@caspercollege.edu

Catalog Description: By actively participating in the care and education of young children in an early childhood program, students will become more proficient in administrative skills, increase their awareness of contemporary issues in early childhood, and will demonstrate a high level of competence as a head teacher. Students will serve 104 hours in field experience and participate in discussion and research in seminar during the semester.

Prerequisites: EDEC 1020, EDEC 1100, EDEC 1105, EDEC 1300, EDEC 1305, PSYC 2300, and FCSC 2122. Enrollment is limited to majors in early childhood except by permission of the instructor.

Goal: In this capstone course, students will synthesize and implement the skills and knowledge they have learned throughout their coursework as they take on the role of a lead teacher in an approved early childhood setting.

General Education Outcomes:

1. Demonstrate effective oral and written communication
2. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research
7. Describe the value of personal, civic, and social responsibilities

Course Objectives:

1. Laboratory/Student Teaching
   - Students will assume the role of a lead teacher of a preschool program including designating duties of student assistants. (1, 3, 4)
   - Students will develop, implement, and evaluate developmentally appropriate curriculum. (1, 3, 4, 5, 6)
   - Students will appropriately manage the classroom including the guidance of children’s behavior. (1, 3, 4, 7)
   - Students will maintain a stimulating and orderly learning environment. (1, 3, 4)
   - Students will develop and maintain positive relationships with parents and colleagues in the program and the community. (1, 3, 4, 7)

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. (1, 4, 6 and 7)

Methodology: This course includes laboratory experience and seminar discussion

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 from their practicum, their course grade will be lowered two grade levels and will be addressed in their final mentor and instructor evaluations.

NON-COMPLETION OF ALL LAB HOURS AND/OR TEACHING ASSIGNMENTS WILL RESULT IN FAILURE OF THIS COURSE regardless of accumulated point totals.

Course Requirements: (Criteria for each can be found under the “Projects” link.)
1. Laboratory: One eight hour day per week (including a 30 minute break and a 30 minute planning period) at an instructor approved site. (8 hours x 13 weeks = 104 hours)

Lab responsibilities will include:

· Creation of 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 (mentor) to plan objectives and curriculum for children.

· Planning and preparation of materials will be done out of class time just as if you were in an actual teaching position.

· Lesson plans MUST be submitted to your class instructor and mentor teacher 2 weeks in advance of teaching.

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

· Assigned weekly learning centers and special activities should be set up according to the schedule of your site for the following week.

2. Parent and Teacher Partnership: (Documentation Panel)

· You will plan, implement, and evaluate a documentation panel/s of a resource unit you have taught to be displayed at your site and discussed with and approved by your instructor.

  o Date to be displayed will be determined by you in collaboration with your lead teacher and/or instructor.

  o The purpose of the documentation panel is to share the process of the unit and serve as a communication tool for parents and others.

  o A report will be due at the completion of the documentation panel/s which includes: process of panel/s, objectives photograph of panel/s, and evaluation of the project. The evaluation should be a general reflection of the project including, but not limited to, what went well, what you would change, and an evaluation of your objectives.

3. Portfolio: A portfolio will be developed through this course. 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.

4. Video observations of your teaching will be made throughout the semester. See "DUE DATES" link on the Homepage.

Evaluation: Your final grade will be a letter grade of A through F. This grade is based on your preparation and participation in seminar but primary consideration will be for your laboratory work. Your final
evaluation will be decided through consultation with you, your assigned lead teacher, and the course instructor.

Grades will be assigned based on the following percentages:

- 93 and above  A
- 85 to 92     B
- 77 to 84     C
- 69 to 76     D
- 68 and below F

NOTICE!!!

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 IN CREDIT BY HALF.

IF LESSON PLANS ARE NOT SUBMITTED TWO WEEKS PRIOR TO INSTRUCTION, YOU WILL NOT BE ALLOWED TO TEACH THAT WEEK AT YOUR SITE AND IT WILL BE YOUR RESPONSIBILITY TO SCHEDULE A MAKE UP SESSION AT YOUR LAB SITE.

NON-COMPLETION OF ALL LAB HOURS AND TEACHING ASSIGNMENTS WILL RESULT IN FAILURE OF THIS COURSE regardless of points accumulated.

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.


STUDENT RIGHTS AND RESPONSIBILITIES: Please refer to the Casper College Student Conduct and Judicial Code for information concerning student rights and responsibilities as a Casper College Student.

CHAIN OF COMMAND:

If you have 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 Dean of the School of Social and Behavioral Sciences (Dr. Brandon Kosine), and lastly the Vice President for Academic Affairs, (Dr. Shawn Powell).
ACADEMIC DISHONESTY:

Cheating and 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 offence was committed or expulsion from school. See the Casper College Student Code of Conduct.

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.

Student's 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.

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.

ELECTRONIC PORTFOLIO REQUIREMENT FOR EDUCATION MAJORS:

All education students at CC are required to show evidence of program outcomes (artifacts) through the completion an electronic portfolio. These outcomes 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 and documented within the electronic portfolio - eFolios – provided via Minnesota State Colleges and Universities.

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.

eFolio accounts are initially paid for by Casper College (based upon continued funding). Beyond this course, continuation and maintenance of eFolio may be conducted solely between the student and eFolioWorld. Students will adhere to the user policy or will forfeit their eFolio account.

LAST DATE TO CHANGE TO AUDIT STATUS: April 14, 2016

LAST DATE TO WITHDRAW WITH A W GRADE: April 14, 2016
PROFESSIONAL TEACHING STANDARDS BOARD EARLY CHILDHOOD CERTIFICATION DOCUMENTATION:

EDEC 2210 may partially meet the following Early Childhood Certification Outcomes and Standards:

Outcome 1. The student shall demonstrate knowledge of physical maturation, cognitive and language, and social/emotional development from pre-birth to approximately 8 years of age, including individual differences and the impact of early experience. (Standards I, II, III, VII)

  Documentation: Portfolio; weekly journals; lesson plans; documentation panel; student teacher evaluation, “Student Teacher Effectiveness Scale,” completed by cooperating teacher, instructor, and student

Outcome 2. The student shall demonstrate knowledge relating to diverse perspectives of the family, parent/child/community/school/system and various approaches to parent involvement. (Standards VIII, X, XI, XII)

  Documentation: 3 Issue article reflections; documentation panel; portfolio; student teacher evaluation

Outcome 3. The student shall demonstrate competence in articulating rationale for and 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. (Standards V, VI, IX, XXII)

  Documentation: Portfolio; lesson plans; weekly journals; documentation panels; student teacher evaluation

Outcome 4. The student shall demonstrate competence in planning and implementing developmentally appropriate curriculum through the facilitation of play and the design of appropriate learning environments to meet the needs of all young children. (Standards XIII, XIV, XV, XVI, XVII, XVIII, XXI)

  Documentation: Student teacher evaluation, lesson plans; weekly journals; portfolio.

Outcome 5. The student shall successfully complete 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. (Standard XX)

  Documentation: Student teacher evaluation; weekly journals; lesson plans; portfolio.
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment DUE:</th>
<th>Due Date</th>
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<tbody>
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<td>Week 1</td>
<td>1/19-1/25</td>
<td>Orientation/Overview of Course</td>
<td>1. Statement of Understanding</td>
<td>1/25</td>
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<td>Getting Ready to Student Teach</td>
<td>2. DFS form</td>
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<td>3. Medical Release</td>
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<td>4. Introductory Email</td>
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<td>5. Discussion Posting</td>
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<td>Week 2</td>
<td>1/26-2/1</td>
<td>Review of Child Development And Learning Theories</td>
<td>1. Chapter 1- The Hurried Child</td>
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<td>First Week at Lab Site</td>
<td>2. Schedule of Lab site</td>
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<td>3. Learning Objectives</td>
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<td>4. Discussion Posting</td>
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<td>Week 3</td>
<td>2/1-2/8</td>
<td>Activity Planning and Instruction Group Times, Themes, and Discovery Centers</td>
<td>1. Chapter 2- The Hurried Child</td>
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<td>2. Lesson Plans</td>
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<td>3. Journal Entry</td>
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<td>4. Discussion Posting</td>
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<td>Week 4</td>
<td>2/8-2/16</td>
<td>Trends and Issues</td>
<td>1. Chapter 3- The Hurried Child</td>
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<td>2. Lesson Plans</td>
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<td>4. Discussion Posting</td>
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<td>Week 5</td>
<td>2/16-2/22</td>
<td>Professional Commitment and Growth/Portfolios</td>
<td>1. Chapter 4- The Hurried Child</td>
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<td>4. Discussion Posting</td>
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<td>Week 6</td>
<td>2/22-2/29</td>
<td>A Student Teacher’s Values and Developing a Teaching Style</td>
<td>1. Video #1</td>
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<td>3. Chapter 5- The Hurried Child</td>
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| Week    | Dates       | Outcome #1 Knowledge of physical maturation, cognitive and language, and social/emotional development from 0-8 | 1. Chapter 6- The Hurried Child  
2. Lesson Plans  
3. Journal Entry  
4. Discussion Posting | 3/7 |
|---------|-------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----|
| Week 8  | 3/7-3/21    | Outcome #2 Knowledge of the diverse perspectives of family, parent/child/community/system and various approaches to parent involvement | 1. Chapter 7- The Hurried Child  
2. Lesson Plans  
3. Journal Entry  
4. Discussion Posting | 3/21 (Note later due date- Spring Break) |
| Week 9  | 3/14-3/21   | SPRING BREAK                                                                                     | SPRING BREAK                                                                     |     |
2. Video Self Evaluation  
3. Chapter 8- The Hurried Child  
4. Lesson Plans  
5. Discussion Posting | 3/28 |
| Week 11 | 3/28-4/4    | Outcome #4 Planning and implementing DAP curriculum through play and environment design.          | 1. Lesson Plans  
2. Journal Entry  
3. Discussion Posting | 4/4 |
| Week 12 | 4/4-4/11    | Outcome #5 Successful completion of teaching experience/internship                                | 1. Chapter 9- The Hurried Child  
2. Lesson Plans  
3. Journal Entry  
4. Discussion Posting | 4/11 |
| Week 13 | 4/11-4/18   | Interviews and resumes                                                                             | 1. Video #3  
2. Video Self Evaluation  
3. Lesson Plans  
4. Discussion Posting | 4/18 |
| Week 14 | 4/18-4/25 | Portfolio Submission | 1. **Portfolio**  
|         |           |                     | 2. Chapter 10- The Hurried Child  
|         |           |                     | 3. Lesson Plans  
|         |           |                     | 4. Journal Entry  
|         |           |                     | 5. Discussion Posting  
|         | 4/25      |                     | 4/25 |
| Week 15 | 4/25-5/2  | Self Evaluation     | 1. **Last day to submit Documentation Panel!**  
|         |           | *Last Week at Lab Site*  
|         |           | *(8 hours x 13 weeks = 104 clock hours)*  
|         |           |                     | 2. Self Evaluation  
|         |           |                     | 3. Journal Entry  
|         |           |                     | 4. Discussion Posting  
|         | 5/2       |                     | 5/2 |
| Week 16 | 5/1-5/9   | Exit Interview      | 1. Exit Interview  
|         |           |                     | 2. Discussion Posting  
|         | 5/9       |                     | 5/9 |
| Week 17 | 5/9-5/13  | Instructor Portfolio Feedback |