

EARLY CHILDHOOD ADVANCED PRACTICUM COURSE SYLLABUS



I think, at a child's birth, if a mother could ask a fairy godmother to endow it with the most useful gift, that gift would be curiosity. ~Eleanor Roosevelt

COURSE INFORMATION

- A. Number: ECED 498
- B. Title: Early Childhood Advanced Practicum
- C. Credits: 15
- D. This course is offered Fall Quarter
- E. Location: Education Building Room 119

Personal Information

- A. Instructor: Mary Rudolph
- B. Office: Education Building Room 119
- C. Office Hours: Tuesdays (1:00 – 4:00), Wednesdays (1:00-2:00), and Thursdays (1:00 – 3:00). I encourage you to call and make an appointment if these times are not convenient for you.
- D. Telephone: 275-4771
- E-mail: mary_rudolph@skc.edu

REQUIRED MATERIALS

- A. Handouts from instructor

DESCRIPTION

Early Childhood Advanced Practicum is the Early Childhood Education Bachelor's Degree professional capstone course and provides students with an opportunity to integrate and apply prior learning from early childhood education courses. Students work off-campus in a full-time supervised activity. Practicum sites in addition to students' practicum goals and planned activities must be approved by the Education Department Chair prior to the beginning of students' practicum experiences. On-campus seminars are included in the advanced practicum.

Prereq: Senior standing and consent of Education Department Chair

Coreq: EDUC 495

RATIONALE

The advanced capstone practicum allows students to demonstrate and integrate the knowledge, skills and dispositions learned throughout the Early Childhood Bachelor's Degree Program. Students work in leadership positions during their practicum, building confidence and skill for future leadership roles within the early childhood profession.

NAEYC STANDARDS SUPPORTED IN THIS COURSE

Standard	Critical Assignments: These assignments are completed at a satisfactory level by all students enrolled in ECED 498.
Standard 1. Promoting child development and learning: <i>Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.</i>	
Standard 2. Building family and community relationships: <i>Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.</i>	
Standard 3. Observing, documenting, and assessing to support young children and families: <i>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.</i>	
Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families: <i>Candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families.</i>	
Standard 5. Using Content Knowledge to Build Meaningful Curriculum: <i>Candidates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.</i>	
Standard 6. Becoming a Professional: <i>Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</i>	Completed Professional Goal Plan. Portfolio with completed written reflections on all NAEYC Standards. Teaching and learning philosophy.

COURSE OBJECTIVES: Objectives are grouped according to the NAEYC standard addressed.

As a result of having taken this course candidates will be able to:

- A. Assume a leadership role approved by the Education Department Chair within the early childhood field such as lead teacher, director of a child development program, home visitor, or family life educator. (S-1; S-2; S-3; S-4; S-5, S-6)
- B. Evaluate their own skills (strengths and needs) and develop and complete a goal plan or strategies to enhance their skills within their practicum role. (S-6)
- C. Request and utilize information from a supervisor to enhance professional growth. (S-6)
- D. Refine their written teaching philosophy (S-6)
- E. Complete and submit a portfolio that shows competency in the NAEYC Standards.
(S-1; S-2; S-3; S-4; S-5, S-6)



CULTURAL RELEVANCY

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor such as the talking circle.

Student Objectives:

- 1. Students will apply knowledge of cultural and linguistic diversity to create environments and experiences for children that affirm and respect each child's culture, support home-language preservation and promote anti-bias approaches and the valuing of diversity to meet the individual needs of all children, including children with special needs.
- 2. Students will demonstrate the ability to establish relationships with children and their families while remaining sensitive to differences in family structures and social and cultural backgrounds.

CRITICAL THINKING

Student Objectives:

- 1. Students will utilize critical thinking skills to address issues that may come up in their practicum such as children's behavioral needs and problem solve and evaluate a variety of positive approaches to teaching children social skills and promote conflict resolution skills, self-control, self-motivation and self-esteem in

children. Students may also focus on supporting staff needs or community needs depending on their practicum goals.

2. Students will utilize critical thinking skills to reflect on their practicum goals, articulate a philosophy and rationale for decisions, and self-assess and evaluate the effects of their choices and actions on others as a basis for program planning and evaluation and continuing education.

Communication

Candidates are expected to demonstrate effective oral communication skills when participating in classroom discussion as well as when engaging with young children, their families, and other caregivers at their observation sites. Candidates will demonstrate satisfactory writing skills through completion of course assignments.

Candidate Objectives:

1. Demonstrate effective oral communication skills when working with young children, their families, and co-workers during the advanced practicum experience as well as participating in class discussions.
2. Complete a professional goal plan, teaching and learning philosophy, and a portfolio with written reflections on the NAEYC Standards. The plan, philosophy, and reflections will demonstrate satisfactory writing skills.

Citizenship

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

Candidate Objectives:

1. The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others.
2. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

COURSE REQUIREMENTS

- A. Attendance and Participation
- B. Five Observations and Consultations
- C. Self-Evaluation and Goal Plan
- D. Practicum Activities based on Goal Plan
- E. Write your Teaching Philosophy in a three - five page paper
- F. Participate in an Individual Exit Interview with the Department Faculty
- G. Completed ECE Portfolio.
- H. ECE Portfolio Assignments

Credit Hours

To meet the identified objectives of this course, this 15 unit course, delivered over a 10 week term will approximate:

Two hours/week classroom or direct faculty instruction

In addition out-of-class student work will approximate a minimum of four hours each week.

A minimum nine hours per week practica/field work working directly with children.

Grading System

a. An Incomplete grade ("I") is NOT an option with the exemption of an exception of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.

b. The following is a breakdown of how grades are earned:



Grading System

Attendance and Participation (must be in class): 5 pts/10 classes....	50 pts.....	8.33%
Observations and Consultations: 22 pts/5 obs./meetings.....	110 pts.....	18.33%
Self-Evaluation and Goal Plan.....	75 pts.....	12.5%
Practicum Activities based on Goal Plan and Observations: 10 pts/9 assigns..	90pts.	15%
Teaching Philosophy Paper.....	65 pts.....	10.83%
Individual Exit Interview.....	60 pts.....	10%
Completed ECE Portfolio.....	60 pts.....	10%
ECE Portfolio Assignments: 15 pts/6 assignments.....	90 pts.....	15%

600 pts

***Tutors are available for students. Please contact the instructor if you have any questions or need a tutor.**

GRADING

Grading will be based on the percentage of total points earned for course assignments. Students will not be graded on a curve.

A=90-100%	540 - 600
B=80-89%	480 - 539
C=70-79%	420 - 479
D=60-69%	360 - 419
F=59-0%	Below 360

All assignments are due on their due date. Failure to come to class to participate and present assignments on their due date will be considered late assignments. Late assignments will not receive full credit. 35% will be deducted on all late assignments. **No late assignments accepted after the last day of class.**



ATTENDANCE POLICY

Students must complete 90 hours of contact time with children, families, staff, and/or a supervisor while completing their advanced practicum.

The weekly class meetings are highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. It is expected that students attend all class sessions. Attendance and participation is awarded five points/class. An opportunity for make-up work is provided on a limited and individual basis for emergency situations. Students missing more than three hours of class without make-up work may receive a failing grade. It is recommended students missing more than three hours of class withdraw from the course. Group assignments or reaction papers (in-class assignments) completed in class cannot be made up. Students are expected to be on time for class and stay until the designated time for dismissal. Arriving late for class or leaving before class is dismissed will result in a significant loss of points.

Reasonable Accommodation

Reasonable accommodations are provided for eligible students with identified disabilities. SKC complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Office, Stanley Fleming (stanley_fleming@skc.edu), and (406) 275-4968 or consult the SKC web page for Students with Disabilities for more information.

It is important that students with disabilities inform their instructors of their disabilities at the beginning of the quarter, in order to facilitate the process of determining appropriate and reasonable accommodations for the individual student.

Faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.



Please keep cell phones off or on the silent mode. If there is an emergency and you must take a call, please leave the classroom so as to disrupt the class as little as possible. Do not text message during class.



Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

Appropriate Behavior

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

Course Transferability

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

Course Responsibilities

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

ECED 498 Early Childhood Advanced Practicum Fall 2013-14 Dynamic Outline



1

Week One: (10-2-13)

Welcome ☺

Warm Up

Course/Class Introductions

Review Course Syllabus and Outline

Tour the Handouts

In-Class Assignments

Homework See Weekly Assignment Sheet



Observation Assignment One: Video Tape Introduction of Your Site



Practicum Activity #1



Self-Evaluation and Goal Plan Part One

2

Week Two: (10-9-13)

Warm Up

Guest Speaker/Video Option

NAEYC Standard One: Child development and Learning

In Class Assignments

Homework See Weekly Assignment Sheet



Observation Assignment Two: Schedule Observation Two



Practicum Activity #2



Self-Evaluation and Goal Plan Part Two



Week Three: (10-16-13)

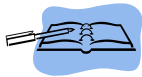
Warm Up

In Class Assignment

Guest Speaker/Video Option

NAEYC Standard Two: Building Family and
Community Relationships

Homework See Weekly Assignment Sheet



ECE Portfolio Assignment #1: NAEYC Standard One RWA



Practicum Activity #3



Week Four: (10-23-13)

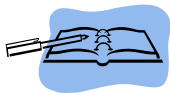
Warm Up

In-Class Assignments

Guest Speaker/Video Option

NAEYC Standard Three: Observing, Documenting,
And Assessing to Support Young Children

Homework See Weekly Assignment Sheet



ECE Portfolio Assignment #2: NAEYC Standard Two RWA



Practicum Activity #4





Week Five: (10-30-13)

Warm Up
Guest Speaker/Video Option
In Class Assignments
NAEYC Standard Four: Using Developmentally
Effective Approaches to Connect with
Children and Families

Homework See Weekly Assignment Sheet



ECE Portfolio Assignment #3: NAEYC Standard Three RWA



Practicum Activity #5



Teaching Philosophy Paper

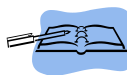
Homework See Weekly Assignment Sheet



Week Six: (11-6-13)

Warm Up
Guest Speaker/Video Option
In Class Assignments
NAEYC Standard Four: Continued

Homework See Weekly Assignment Sheet



ECE Portfolio Assignment #4: NAEYC Standard Four



Practicum Activity #6



Observation Assignment Three: Schedule Observation Three



Week Seven: (11-13-13)

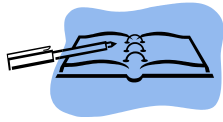
Warm Up

In-Class Assignments

Guest Speaker/Video Option

NAEYC Standard Five: Using Content Knowledge to
Build Meaningful Curriculum

Homework See Weekly Assignment Sheet



ECE Portfolio Assignment #5: NAEYC Standard Five RWA



Practicum Activity #7



Week Eight: (11-20-13)

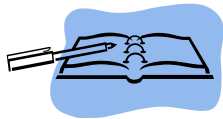
Warm Up

In-Class Assignments

Guest Speaker/Video Option

NAEYC Standard Five: Using Content Knowledge to
Build Meaningful Curriculum Continued

Homework See Weekly Assignment Sheet



ECE Portfolio Assignment #6: NAEYC Standard Six RWA



Practicum Activity #8



Observation Assignment Three: Schedule Observation Three





Week Nine: (11-27-13)

Warm Up
In-Class Assignments
Guest Speaker/Video Option
NAEYC Standard Six: Becoming a Professional

Homework See Weekly Assignment Sheet



Practicum Activity #9



Observation Assignment Five: Schedule Observation Five



End of the Quarter Interview



Schedule your Individual Exit Interview for next week!



Week Ten: (12-4-13)

Warm Up
Course Summary
Last Class Celebration
In Class Assignments
Schedule your Individual Exit Interview with
Education Department Faculty

Homework See Weekly Assignment Sheet

Exit Interview
Portfolio

ECED 498 Early Childhood Advanced Practicum Assignment Descriptions



Attendance and Participation. Attendance and Participation are crucial to your success in the Early Childhood Advanced Practicum in Early Childhood Education. You are expected to attend and participate in all classes as well as complete 90 hours of contact time with children, families, staff, or a supervisor.



Five Observations and Consultations with the Instructor. A minimum of five observations will be completed throughout this quarter. The observations will be a combination of direct observations by the instructor, video-taped observations (by the instructor and/or the student), and observations by the mentor teacher. Consultations may include individual meetings with the instructor, with the mentor teacher, and classroom meetings with the instructor and peers.



Self-Evaluation and Goal Plan. Students are expected to complete a self-evaluation based on Montana Early Care and Education Knowledge Base. After completing and reflecting on the self-evaluation, students will complete the Individualized Early Childhood Professional Development Plan creating goals and strategies to improve their professional practice as an early childhood caregiver.



Practicum Activities based on Goal Plan. Students are expected to complete weekly activities based on her/his individual goal plan. This may include but is not limited to a weekly reflective journal of experiences and reading reflections (articles, books, references).



Write your Teaching Philosophy in a three - five page paper.

Students are expected to complete a three-to-five page paper stating their teaching philosophy. Your paper must be a minimum of three pages and maximum of five pages in length and follow APA style. The paper must have a separate title page. Check your spelling, grammar, and sentence structure. The paper must be typed and single-spaced (Times New Roman 12-font).



Participate in an Individual Exit Interview with the Department Faculty.

Students will participate in a mid-quarter and an exit interview at the end of the quarter. Students will discuss her/his strengths in relationship to the NAEYC Standards and share her/his completed Early Childhood Education Portfolio at this time.



Completed ECE Portfolio.



ECE Portfolio Assignments. Students will be required to complete assignments to fulfill her/his portfolio requirements.