

EARLY CHILDHOOD PRACTICUM COURSE SYLLABUS

COURSE INFORMATION

- A. Number: ECED 298
- B. Credits: 6
- C. Prereq: Consent of Education Department Chair
Coreq: none
- D. This course is offered Spring Quarter, 2013-14



PERSONAL INFORMATION

- A. Instructor: Linda Bone
- B. Office: Education Bldg. 125
- C. Office Hours: T/8-10, W/1-3, R/8-10
- D. Telephone: (406) 275-4770; Home: (406) 883-0123
- E. Email: linda_bone@skc.edu

REQUIRED MATERIALS

- A. Handouts from instructor
- B. Journal
- C. Knowledge Base book
- D. Early Childhood TEP I Portfolio including 3-ring binder with dividers and page covers

DESCRIPTION

Early Childhood Practicum is an opportunity for students who have completed most Associate of Arts Early Childhood Education courses to observe, teach and reflect upon their teaching experience. Students will integrate knowledge gained from previous coursework and experiences to develop and articulate a philosophy and rationale for decisions. Students will apply knowledge of cultural and linguistic diversity to create and evaluate environments and experiences. Students will review all major curriculum areas and develop and implement developmentally appropriate curriculum that is individualized and culturally relevant in the areas of physical, cognitive, creative, social, emotional and language development. Implemented curriculum will include an integrated project or learning unit that includes language and literacy, mathematics, science, health and safety, nutrition, social studies, the arts, drama, music and movement activities with children within the age range of zero to eight. On-campus meetings are included in the practicum.

COURSE OBJECTIVES

Upon completion of this course students will be able to:

- A. Assume the role of the Primary Care giver in order to plan, implement, and evaluate lessons and activities for children, while incorporating family involvement.
- B. Evaluate their own skills (strengths and needs) and develop a plan/strategies to enhance their skills. Written reflection will summarize personal growth and future plans for growth.
- C. Request and utilize information from supervisor to enhance professional growth.
- D. Summarize professional growth, practicum experience and continual self-direction.
- E. Develop a written teaching philosophy
- F. Complete and present their professional portfolio during TEP I interview

CULTURAL RELEVANCY

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 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.
2. Students will utilize critical thinking skills to reflect on their teaching practices, 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, evaluation and continuing education.

CITIZENSHIP

Students will be exposed to the importance of community by choosing an appropriate site to complete their practicum experience.

Student Objective:

1. Students will plan and share appropriate curriculum in a community childcare setting. Through these experiences, families will learn the importance of their contributions to their child's education and will gain interest in participating on a weekly schedule.
2. Students will plan curriculum involving children and their families in the interests of their communities, learning more about what is available for family activities outside of the childcare center.

COMMUNICATION

This course will encourage development of communication skills through discussions, reflections, and writing assignments.

Student Objectives:

1. Students will improve their professional vocabulary and strategies through their discussions and writing.
2. Students will introduce culturally relevant vocabulary to improve awareness the Native American community.

COURSE REQUIREMENTS

- A. *Three observations and meetings with the instructor, developing a plan for growth
- B. Complete a self-evaluation including personal reflections
- C. Revise your teaching philosophy in a one-two page paper
- D. Complete journal for daily teaching experiences
- E. Written reflection on practicum experience
- F. Complete and present your complete professional portfolio during TEP I interview

Assignments marked with an * designated the assignments that should be saved for an early childhood portfolio.

Credit Hours

Following the SKC Credit Hour Policy, to meet the identified objectives of this course, this 5 credit course, delivered over a 10 week term will approximate:

60 hours of contact time with children

1 hour per week of group meetings to discuss progress and concerns

3 hours/week of out-of-class time, including homework each week

GRADING SYSTEM

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

2. The following is a breakdown of how grades are earned

Grading will be based on the percentage of total points earned for course assignments. All assignments will be turned in at the beginning of class on the day it is due according to the weekly assignment sheet. Late assignments will be deducted by 20% if not turned in on time and will not be accepted after one week. Please communicate with me if you are having difficulties with your class assignments so I can work with you.

Observation/meeting with instructor (50 pts x 3)	= 150 pts.	500-450 = A
Self evaluation with narratives	= 30 pts.	449-400 = B
Revised Teaching Philosophy	= 20 pts.	399-350 = C
Journal Entries (10 pts x 8 weeks)	= 80 pts.	349-300 = D
Written reflection on practicum experience	= 20 pts.	Below 300 = F
Complete Professional Portfolio and interview	= 200 pts.	
Total: = 500 pts		

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

ATTENDANCE POLICY

Students must complete 60 (10 per credit) hours of contact time with children, families, childcare staff or supervisor. Students will meet one hour per week preparing for exit interview. Student will plan for exit interview during week 9 to finalize their portfolio.

REASONABLE ACCOMMODATIONS

Accommodations are provided for eligible students with students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact Stan Fleming (Stanley_fleming@skc.edu) (406) 275-4889, or consult the SKC web page for Students with Disabilities for more information.

Spring 2013/14

Weekly Agenda, Instructor
Early Childhood Practicum
ECED 298

Week 1

Class Introduction: syllabus and routines
TEP Portfolio requirements and example
RWAs for portfolio
Self-evaluation in Knowledge Base, discuss “how to”

Assignment: Site, supervisor and hours for practicum
RWA for Standard 1
Self-evaluation for Standard 1

Week 2

Journals and expectations (submit weekly)
Begin practicum hours (10 hours/week)
Plan for 1st observation during week 3 with instructor (need lesson plan)
Review lesson plan format

Assignments: One page reflection in journal
RWAs for Standards 2 and 3
Teacher observation
Self-evaluation for Standard 2
Plan for Observation #1 with lesson plan

Week 3

How to plan for 1st observation with mentor during Week 4; explain process
Educational Philosophy
Observation #1 with instructor (need lesson plan)

Assignments: One page reflection in journal
RWAs for Standards 4 and 5
Self-evaluation for Standard 3
Reflect on your lesson and meet with your instructor
Plan for Observation #1 with mentor teacher

Week 4

Discuss artifacts for Introduction
Observation #1 with Mentor

Assignments: One page reflection in journal
RWAs for Standards 6;
Self-evaluation for Standard 4
Plan for Observation #2 with lesson plan

Week 5

Complete RWA for Standard #1 including artifacts and rubrics (in class)
Observation #2 with instructor (need lesson plan)
*Meet with instructor and mentor

Assignment: One page reflection in journal
Complete RWAs for Standards 1 and 2 including artifacts and rubrics
Self-evaluation for Standard 5
Reflect on your lesson and meet with your instructor
Plan for Observation #2 with mentor

Week 6

Discuss Teaching Philosophy
Observation #2 with Mentor

Assignment: One page reflection in journal
Complete RWAs for Standards 3 and 4, including artifacts and rubrics
Self-evaluation for Standard 6
Plan for Observation #3 with lesson plan
Complete Teaching Philosophy

Week 7

Discuss: Resume, Introductory Statement, Table of Contents, 2x Reference letters, most recent

Transcript, and Background Check information
Discuss missing assignments
Observation #3 with instructor (need lesson plan)

Assignments: One page reflection in journal
Revise RWA for Standards 5 and 6 including artifacts and rubrics
Reflect on your lesson and meet with your instructor
Plan for Observation #3 with mentor teacher

Week 8

Written reflection on practicum experience (20 points)
Review complete portfolio and rehearse
Plan time and date for Portfolio presentation
Observation #3 with Mentor
*Meet with instructor and mentor

Assignments: One page reflection in journal
Review portfolio and complete any missing assignments
Review handout on Portfolio Presentation

Week 9

Meet with those needing assistance
Meet with Cindy and faculty member to present portfolio

Assignment: One page reflection in journal
Complete hours for practicum and signed documentation of hours

Week 10

Short meeting to discuss graduation