

**Salish Kootenai College**  
**Division of Education**  
**EARLY CHILDHOOD ADVANCED PRACTICUM**  
**COURSE SYLLABUS**  
**Spring 2015-2016**



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 Spring Quarter
- E. Location: Education Building Room 114

**Personal Information**

**Instructor:** Nanci L. Waterhouse

**Office:** Education Building 119

**Office Hours:** Please see attached schedule (also posted by the door of my office)

**Telephone:** 275-4771

**Email:** [nanci\\_waterhouse@skc.edu](mailto:nanci_waterhouse@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**

<b>Standard</b>	<b>Critical Assignments:</b> These assignments are completed at a satisfactory level by all students enrolled in ECED 498.
<b>Standard 1. Promoting child development and learning:</b> <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>	Observations
<b>Standard 2. Building family and community relationships:</b> <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>	Observations
<b>Standard 3. Observing, documenting, and assessing to support young children and families:</b> <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>	Observations
<b>Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families:</b> <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>	Observations
<b>Standard 5. Using Content Knowledge to Build Meaningful Curriculum:</b> <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>	Observations
<b>Standard 6. Becoming a Professional:</b> <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. Six 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:

- One hour per week classroom/faculty facilitated time
- 3-4 meetings with faculty individually to guide the portfolio process and
- 6 consultations reviewing and reflecting on observations.
- A minimum of 15 hours per week practical/field 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 & Participation: .....	50 pts
Observations and Consultations: 20 pts/6 obs/meetings.....	120 pts
Self-Evaluation and Goal Plan.....	80 pts
Teaching Philosophy Paper.....	50 pts
Individual Exit Interview.....	50 pts
Completed ECE Portfolio.....	60 pts
ECE Portfolio Assignments: 15 pts/6 assignments.....	90 pts

---

500 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%
- B=80-89%
- C=70-79%
- D=60-69%
- F=59-0%

All assignments are due on their due date. Failure 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 that are impossible to be duplicated outside of class. It is expected that students attend and participate in all class sessions. Attendance and participation is awarded for in-class and on-line participation. An opportunity for make-up work is provided on a limited and individual basis for emergency situations. 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**

Accommodations are provided to students with diagnosed disabilities through the Student Services Department. Contact Linda Pete, Disabilities coordinator at (406) 275-4968 or linda\_pete@skc.edu. 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  
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.

## Timeline

April 6<sup>th</sup>: Orientation, Review of Expectations and Scheduling.

April 13<sup>th</sup> : Video Observation 1 Completed

April 20<sup>th</sup> : Complete TEP II Interview by the end of this week or next.

April 27<sup>th</sup>: Face to Face Observation and Conference

May 4<sup>th</sup>: Complete ***Midterm Evaluation*** with Field Supervisor and Instructor

May 11<sup>th</sup>: Professional Goal Plan Due

May 18<sup>th</sup>: Video Observation 2 Completed

Philosophy of Education Due

May 25<sup>th</sup>: TEP III Interviews

June 1<sup>st</sup>: Complete any missing components or revisions from your TEP III Interview. Submit Final Paperwork with completed hours.

June 8<sup>th</sup>: Final Class—Final Reflection and Nanci signs off on all final paperwork.

You will also be scheduling two face to face observations and one video observation with Cindy, your field supervisor and mentor. Please refer to her email regarding this. Thank you.



## **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, and/or a supervisor.



**Six Observations and Consultations with the Instructor and/or Mentor.** A minimum of six observations will be completed throughout this quarter. The observations will be a combination of direct observations by the instructor and the mentor, video-taped observations (by the instructor and/or the student and/or the mentor). 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-to-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.