

**ED 102: Curriculum & Environment**  
**Final: Week 11, Wednesday, 1- 2:50**

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**Office hours:** Tues 12:30 – 2:30, , F 9-12

**I. Course Description**

Students gain experience by working with young children in an educational setting. Students increase their knowledge of child development and learning environments, begin planning and implementing curricula, and develop skills in guidance and discipline. Includes a half day (3 hours) teaching experience.

**II. Course Objectives ~~Students will be able to:~~**

- Identify developmental needs of children and plan, implement and evaluate activities that address these needs.
- Employ developmentally appropriate positive guidance strategies in an early childhood setting.
- Establish meaningful interactions with children promoting curiosity and language development.

**III. Course Structure**

- Work 6 hours per week in an assigned classroom.
- Meet for weekly seminars.
- Participate in regular teacher/student meetings for feedback and guidance
- Meet with instructor once during the semester.
- Facilitate learning experiences (including circle time)

**IV. Required Text and Materials (Keep texts!! We will re-use for ED 102 & 103)**

Dombro, Amy, Judy Jablon & Charlotte Stearns (2011).  
Washington, D.C: NAEYC. (PI)

Paciorek, Karen E. (2016).  
*Early Childhood*, 26<sup>th</sup> Edition. Mc-Graw Hill. (AE)

Course packet purchased at the LBCC Bookstore. (CP)

- IN ORDER TO PASS THIS COURSE YOU MUST HAVE:**
1. At least 7's on all the final evaluation competencies.

2. At least 60 hours of work in the children's classroom.
3. Completed the mid-term meeting and submitted non-graded eval.
4. A "C" or above on total coursework.

**V. How to be SUCCESSFUL in this course:**

- Be proactive. You are gaining skills needed to be successful in your half-day teaching experience in Winter term and your Full day teaching experience in Spring.
- Be prepared for weekly seminar by completing readings and assignments.
- Track your practicum hours.
- Journal consistently.
- Read and follow Practicum Experience Advice
- Organize. Plan ahead. Review Course outline regularly.

**VI. Expectations about your skills and abilities as a student:**

- o Attend consistently and on time.
- o Work a minimum of 60 hours in your assigned classroom.
- o Participate as a teaching team member. Help others learn and grow.
- o Meet with your mentor teacher weekly.
- o Be curious about children's behaviors and explorations.
- o Be proactive with teachers regarding your progress and elicit specific feedback.
- o Maintain confidentiality at all times.

**VII. Grades will be based on the following required assignments;**

Assignments	Total Points
Anecdotal & Running Record	25 x 2 = 50
Observation reflection	25
Environment Change & Reflect	50
Transition Assignment	25
Mentor Teacher Interview	50
Three (3) Learning Experiences & Reflect	90 each = 270
<b>Photo documented observation</b>	<b>40</b>
½ Day Teaching Rationale & Plan	100
½ Day Teaching Reflection	25
Weekly Lesson Plan	50
Final Evaluation	200
Professionalism Points	90
Final Behavior Goals Reflection	25

**Assignments are due Sunday night before Monday's seminar. Late**

assignments will have a total of 10% deducted for each week they are late unless prior arrangements are made. No late work will be accepted after 1 pm on Friday, Week 10 of the term. You can use 2 late coupons for an extra week

*the following* on two assignments.

**Written assignments** will be evaluated on the following:

\* Detail and description; Clarity; Quality; and Application of educational content to classroom experience (reflective practice)

A	A-	B+	B	B-	C+	C	C-	D+	D	F
94-11	90-93	87-89	84-86	80-83	77-79	74-76	70-70	67-69	60-66	<60
Excellent		Good			Satisfactory			Passing		Fair
<p><b>What this means:</b></p> <p>Grades in this range indicate that your work was simply superb. My comments and suggestions relate only to ways you might extend your thinking. Your product shows complete and flexible mastery of course objectives and outcomes.</p>		<p><b>What this means:</b></p> <p>Grades in this range indicate that your work is solid. My comments and suggestions identify a few points that you have misunderstood, confused, or omitted. But overall, your product shows appropriate mastery of course objectives and outcomes.</p>			<p><b>What this means:</b></p> <p>Grades in this range indicate that your work is acceptable. My comments and suggestions identify many points that you have misunderstood, confused, or omitted. Your product shows that you have made progress toward mastering course objectives and outcomes, but that further work is needed.</p>			<p><b>What this means:</b></p> <p>Grades in this range indicate that you have put effort into your work, but the product shows little progress toward mastery of course objectives and outcomes.</p>		<p><b>What this means:</b></p> <p>Grades in this range indicate that little effort was put into completion of course assignments. The product shows little progress toward mastery of course objectives and outcome</p>

**A = 90-100%**

**900-1000**

**B = 80-89%  
less**

**800-899**

**C = 70-79%**

**700-799**

**D = 60-69%**

**600-699**

**F = 59 or**

**590 or less**

## VII. Course Outline

<b>WHAT TO DO WHEN</b>	<b>Topic</b>	<b>Readings Due Today</b>	<b>Assignments Due</b>
<b>1</b> Child Obs.x2	<b>Course overview; Competencies; Confidentiality</b>	<b>Course Packet Review</b>	<b>* Acquire Journal * Read Site Handbook (new students)</b>
<b>2</b>	<b>Holiday – No Class</b>	<b>P.I. p. 69 - 77</b>	<b>* Focus Child Observations &amp; Reflection * Classroom Reflection 1</b>
<b>3</b> Learning Exp. 1 MTeach Obs & Int	<b>Extending Learning; Help Children See Themselves as Thinkers</b>	<b>P.I. p. 79-83</b>	<b>* Learning Experience #1</b>
<b>4</b>	<b>Respond to Curiosity; Use Mirror Talk</b>	<b>P.I. p. 85-94</b>	<b>* Learning Experience 1 Reflect &amp; Eval * Mentor Teacher Interview</b>
<b>5</b> Mid-term Eval. Env. Change	<b>Have Conversations; Inspire Imaginative Play</b>	<b>P.I. p. 95-106</b>	<b>* Environment Change</b>
<b>6</b> Learning Exp. 2	<b>Solve Problems Together; Use Rich Vocabulary</b>		<b>* Transition Assignment * Learning Experience 2 (Circle)</b>

7 Mtg. w/ Marcia	Holiday – No Class	P.I. p. 107 - 122	* Learning Experience 2 Reflect & Eval * Environment Change Reflection
8	Routines & Transitions (articles?)	Figure out readings and page #'s and topics & holidays!	* ½ Day Teaching Rationale & Plan * documentation board
9 ½ Day Teach x 2	Ask Questions	P.I. p. 123-128	* Classroom Reflection
10 - Learning Exp. 3 - Final Eval. Mtg.	Link the New to the Familiar; A Day In the Life	P.I p 129-147	* Learning Experience 3 (Literacy) * ½ Day Teaching Reflection & Eval
11	Closing Reflections; Final hours		* Learning Experience 3 Reflect & Eval. * Weekly Lesson Plan * Practicum log hours

The instructor reserves the right to make changes in the course schedule & to change final evaluation grades.

## **Additional Notes about Assignments**

**ALL ASSIGNMENTS ARE DUE ON THE SUNDAY NIGHT BEFORE MONDAY'S SEMINAR (unless indicated otherwise).**

### **Weekly Readings**

- Read chapter and answer questions posed within the chapter (in your journal).
- Be prepared to talk about the reading in seminar.
- Highlight key information so you are prepared to reflect and share on the article's content.

### **Behavior Goals**

- Weekly practicing with children in the classroom during your practicum time. We will be reflecting on these together weekly in seminar.
- See chart for guidance on what to do in the classroom, +/- or with your mentor teacher, to complete assignments on-time.

### **Learning Experiences:**

- Can be planned for the large group or small groups. Learning invitations

on a table during free play where you facilitate is also considered a learning experience.

- All formal learning experiences need to be evaluated by mentor teacher (or teacher in the classroom). Bring evaluation to following seminar.

**Mid-term Evaluation**

- Give evaluation AND Strategies handout (behind evaluation) AND worksheet to teacher two weeks before it is due.
- Teacher will return to you and bring to next seminar meeting (or our one-on-one meeting) – whichever comes first.

**Final Evaluation:**

- ✓ Provide mentor teacher with copy of evaluation AND strategies handout two weeks before it is due. Instructor will pick up from teacher/site.

**Extra Credit:**

- ! Not replacement credit. You are eligible if all other assignments are completed and you have received at least 75 Professionalism Points.
- ! Extra credit points are for attending specific education events at your practicum site.
- ! Must be approved by instructor ahead of time. Mentor teacher or director signs off on attendance.

	Classroom To Do's	Weekly Behavior Goals
<b>1</b>	a. Implement Weekly Behavior Goals b. Read Site Handbook c. Observe classroom d. Child characteristics e. Conduct anecdotal observations f. Meet with mentor teacher, establish weekly meeting times g. Let mentor teacher know you need to interview him or her next week during your meeting time. Provide them with a copy of the interview questions.	1. Observe classroom practices & behaviors (*PCDC booth, Comm. Sites talk to director about going into the classroom Week 1). 2. Smile at children and adults 3. Learn children's names & ages
<b>2</b>	a. Implement Weekly Behavior Goals b. Anecdotal Observations c. Snoop and Find d. Interview mentor teacher e. Show mentor teacher an outline of Learning Experience #1 for approval & for suggestions (if possible).	1. Continue to learn children's names 2. Observe which children go with which parents 3. Observe how adults are building relationships with parents
<b>3</b>	a. Implement Weekly Behavior Goals b. Give mentor teacher a learning	1. Practice 'Be Present' 2. Practice positioning yourself so you

	<p>experience evaluation form for LE #1</p> <p>c. Conduct Learning Experience Plan 1 with children</p> <p>d. Give mentor teacher mid-term evaluation &amp; strategies handout &amp; worksheet form.</p> <p>e. Schedule mid-term evaluation conference for Week 5 or 6.</p>	<p>can</p> <p>see all the action in the environment while interacting with the children in front of you</p>
<b>4</b>	<p>a. Implement Weekly Behavior Goals</p> <p>b. Conduct Anecdotal Observations</p> <p>c. Mid-term evaluation with teacher? (bring mid-term evaluation to class or individual meeting with instructor)</p>	<ol style="list-style-type: none"> <li>1. Practice 'Connect'</li> <li>2. Practice positive language and phrases you have observed from mentor teacher to guide behavior and support transitions</li> <li>3. Practice positioning yourself so you can see all the action in the environment while interacting with the children in front of you.</li> </ol>
<b>5</b>	<p>a. Implement Weekly Behavior Goals</p> <p>b. Mid-term Evaluation with teacher?</p> <p>c. (bring mid-term evaluation to class or individual meeting with instructor)</p> <p>d. Talk to mentor teacher about focus child (page 2 of Child Reflection Questions due Week 6).</p>	<ol style="list-style-type: none"> <li>1. Practice 'Slow Down, Stay in the Moment'</li> <li>2. Practice avoiding questions to which a child can say "no".</li> <li>3. Practice positive language and phrases you have observed from mentor teacher to guide behavior and support transitions</li> <li>4. Practice playing with children and being aware of your role as an adult</li> </ol>
<b>6</b>	<p>a. Implement Weekly Behavior Goals</p> <p>b. Individual meeting with Instructor (bring mid-term evaluation)</p> <p>c. Show mentor teacher an outline of Learning Experience #2 for approval &amp; suggestions (if possible).</p>	<ol style="list-style-type: none"> <li>1. Practice 'Keep Learning about Children'</li> <li>2. Practice reading cues: Non-verbal: Facial expressions, body language Verbal: What are the children telling you?</li> </ol>
<b>7</b>	<p>a. Implement Weekly Behavior Goals</p> <p>b. Give mentor teacher a learning experience evaluation form for LE #2</p> <p>c. Conduct Learning Experience Plan 2 with children</p>	<ol style="list-style-type: none"> <li>1. Practice 'Listen to Children'</li> <li>2. Practice 'Personalize Your Interactions'</li> <li>3. Practice reading cues.</li> <li>4. Acknowledge children's feelings and accomplishments (specific commenting)</li> <li>5. Practice providing verbal support for children's learning and exploration. Ask</li> </ol>

		<p>open-ended questions.</p> <p>6. Practice connecting, listening and reading the cues of your focus child.</p>
<b>8</b>	<p>a. Implement Weekly Behavior Goals</p> <p>b. Show mentor teacher an outline of Learning Experience #3 for approval &amp; suggestions (if possible).</p>	<p>1. Practice 'Show Respect'</p> <p>2. Practice acknowledging feelings and accomplishments.</p> <p>3. Continue to use emotion cards and solution kits.</p> <p>4. Practice providing verbal support for children's learning and exploration. Ask open-ended questions.</p> <p>5. Practice taking initiative in your placement in the classroom.</p>
<b>9</b>	<p>a. Implement Weekly Behavior Goals</p> <p>b. Give mentor teacher a learning experience evaluation form for LE #3</p> <p>c. Conduct Learning Experience Plan 3 with children</p> <p>d. Show mentor teacher an outline of Learning Experience #4 for approval &amp; suggestions (if possible).</p> <p>e. Final Evaluation &amp; Strategies Handout &amp; worksheet to Mentor Teacher</p> <p>f. Confirm time to final evaluation conference Week 10</p>	<p>1. Practice 'Guide Children's Behavior'</p> <p>2. Practice specific commenting on children's pro-social behaviors</p> <p>3. Practice supporting children as they interact with one another by acting as a 'social bridge' or facilitator.</p> <p>4. Practice providing verbal support for children's learning and exploration. Ask critical thinking questions.</p>
<b>10</b>	<p>a. Implement Weekly Behavior Goals</p> <p>b. Give mentor teacher a learning experience evaluation form for LE #4</p> <p>c. Conduct Learning Experience Plan 4 with children</p>	<p>1. Practice 'Keep Trust Going'</p> <p>2. Practice intentional use of different guidance and interaction strategies for different children (individualize).</p> <p>3. Practice supporting children as they interact with one another by acting as a 'social bridge' or facilitator.</p> <p>4. Practice comforting children and offering assistance.</p>



