

# ED 102: Education Practicum Curriculum & Environment

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## 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 Outcomes - *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

Dombro, Amy, Judy Jablon & Charlotte Stetson (2011). *Powerful Interactions*. Washington, D.C: NAEYC. **(PI)** ebook access: [bit.ly/powinter](http://bit.ly/powinter)

Curtis, Deb (2017). *Really Seeing Children*. Lincoln, NE: Exchange Press. **(RSC)**

Course packet. Here is the [link](#) to order your course packet from the bookstore. They need at least 24 hours to fill your request.

### 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:**

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

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

<b>Assignments</b>	<b>Total Points</b>
Anecdotal & Running Record	25 x 2 = 50
Environment Change & Reflect	50
Transition Assignment	40
Three (3) Learning Experiences & Reflect	90 each = 270
½ Day Teaching Rationale & Plan	100
½ Day Teaching Reflection	25
Weekly Lesson Plan	50
Final Evaluation	200
Professionalism Points	35
Weekly Chapter Organizer Notes 9 x20	180

**Assignments are due Sunday night before Monday’s seminar.**

Late assignments will have a total of 10% deducted for each week unless you use a late coupon. You **have 2 late coupons** that can be used to turn in assignment a week after due date without 10% deduction.

**Week 1-4 assignments will not be accepted after Week 5.**

**Week 5-9 assignments will not be accepted after week 10.**

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
<b>What this means:</b>  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.		<b>What this means:</b>  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.			<b>What this means:</b>  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.			<b>What this means:</b>  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.		<b>What this means:</b>  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

A = 90-100%  
900-1000

B = 80-89%  
800-899

C = 70-79%  
700-799

D = 60-69%  
600-699

F = 59 or less  
590 or less

*Note: Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you believe you may need accommodation services, please contact Center for Accessibility Resources at 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term, in order to receive accommodations. You will want to meet with the instructor to determine how accommodations may apply to the practicum site.*

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## **Additional Notes about Assignments**

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

### **Weekly Readings**

- Read chapter and complete chapter organizer notes. Weekly question will take place first 15 minutes of weekly practicum seminar.
- 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.
- Learning experience will be graded on creativity, innovation, 'hands-on' opportunities for children, and connections to child observations.
- You cannot submit a learning experience from another class for a practicum learning experience. You are welcome to do the learning experience from another class as practice but you will not receive credit for it as a practicum assignment (i.e no double-dipping).

### **Mid-term & Final Evaluations**

- 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.

### **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.

## VII. Calendar/ Course Outline

Practicum Classroom Assignments	Topic	Readings Due Today	Assignments Due
<b>1</b> <b>Anecdotal &amp; RRecord Obs</b>	Course overview; Competencies; Confidentiality	Course Packet Review	* Acquire Journal * Read Site Handbook (new students)
<b>2</b>	Extending Learning; Help Children See Themselves as Thinkers	P.I. p. 69 – 77; & Video	<b>Due Sunday, January 9</b> * Chapter organizer notes * Anecdotal & R Records Observation
<b>3</b> <b>Learning Exp 1</b>	<b>Holiday – No Seminar</b> Positive Interactions & Really Seeing Children	P.I. p. 79-83; RSC p. 2-41	<b>Due Sunday, January 16</b> * Chapter organizer notes * Learning Experience #1 (Literacy)
<b>4</b>	Respond to Curiosity; Use Mirror Talk	P.I. p. 85-94; RSC p. 44-86	<b>Due Sunday, January 23</b> * Chapter organizer notes * Learning Experience 1 Reflect & Eval (R&E)
<b>5</b> <b>Env. Change</b>	Have Conversations; Inspire Imaginative Play	P.I. p. 95-106/ & Video	<b>Due Sunday, January 30</b> * Chapter organizer notes
<b>6</b> <b>Learning Exp. 2</b> <b>Transition Act</b> <b>Mid-term Eval.</b>	Solve Problems Together; Use Rich Vocabulary	P.I. p. 107 - 122	<b>Due Sunday, February 6</b> * Chapter organizer notes * Transition Assignment * Learning Experience 2 (Circle) * Environment Change Reflection
<b>7</b> <b>Zoom Mtg. w/ Marcia</b>	Really Seeing Children & Reggio-Inspired	RSC p. 88-102 & Video	<b>Due Sunday, February 13</b> * Chapter organizer notes * Learning Experience 2 R&E * Draft ½ day Teaching Rationale
<b>8</b>	<b>Holiday – No Seminar</b> Fostering Children’s Dispositions	RSC p, 104-122 & Video	<b>Due Sunday, February 20</b> * Chapter organizer notes
<b>9</b> <b>½ Day Teachx2</b>	Ask Questions	P.I. p. 123- 128	<b>Due Sunday, February 27</b> * Chapter organizer notes * ½ Day Teaching Rationale & Plan
<b>10</b> <b>Learning Exp 3</b> <b>Final Eval. Mtg.</b>	Link the New to the Familiar; A Day In the Life	P.I p 129-147 RSC p. 123-136	<b>Due Sunday, March 6</b> * Chapter organizer notes * Learning Experience 3 (Music or Drama) * ½ Day Teaching Reflection

			& Eval
<b>11</b>	Finals Week		<b>Due Wednesday, March 16</b> * Learning Experience 3R&E * Weekly Lesson Plan * final evaluations due * Practicum log hours * Behavioral Goals Reflection

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