

ED 103: Extended Practicum (CRN 41408)
Theme: Classroom Management & Culturally Sensitive Care
Final: Monday, 1-2:50 pm

Instructor: Marcia Walsh
Office: LM 124, 541-917-4748
E-mail address: walshm@linnbenton.edu
Office hours: Mon 2-3, Th 2:30 – 3:30, 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 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 9 hours per week in an assigned classroom. Two 3 hour shifts in assigned practicum classroom. One 3 hour shift volunteering at Dixie, Old Mill or in a different program with a different age group.
- Meet for weekly seminars (Mondays, 1-1:50)
- Participate in regular teacher/student meetings for feedback and guidance

IV. Required Text and Materials

York, Stacey (2016). *Roots & Wings*. St. Paul, MN: Red Leaf Press.

Stacey, Susan (2009). [*Emergent Curriculum in Early Childhood Settings*](#). St. Paul, MN: Red Leaf Press. **(EC)**- Textbook is available by ebookcentral free of charge:

CA Department of Education (2016). [*The Integrated Nature of Learning, Best Practices for Planning Curriculum for Young Children*](#). Click on title for link to online access.

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 successful in your ½ and full day teaching experience.
- Apply what you are learning in readings & seminar to the classroom.
- 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 90 hours in your assigned classrooms.
- 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;

Assignments	Total Points
Child Observation & Reflection	75
Learning Experience 1 (diversity/family) & Assess	80
Transition Assignment (<i>new transition experience</i>)	50
Video Recording Reflection Assignment	40
Environment Change & Reflection	50
Learning Experience 2 (circle) & Assess	80
Documentation Panel	95
Full Day Teaching Rationale & Plan w/ weekly plan	100
Full Day Teaching Reflection	25
Full Day Teaching Evaluation	50
Parent Conference Attend & Reflection	75
Learning Experience 3 (History-social science) & Assess	80
Final Evaluation	200

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)

Learning Experiences will be evaluated on creativity & application to observations of focus child.

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
What this means: 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.		What this means: 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.			What this means: 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.			What this means: 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.		What this means: 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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VII. Course Outline

In-class Practicum Assignments	Topic	Readings Due Today	Assignments Due
1 Child Obs.	NO CLASS		
2	Teaching in a Diverse Society	Ch. 1 R&W	* Child Observation
3 Learning Exp 1	Children, Prejudice & Racism	Ch. 2 R&W Part 4: Integrated Nature of Learning	* Learning Experience 1 (Diversity/Family)
4 Transition Assign	Observing to Capture Children's Interests (Emergent Curriculum)	Ch. 2 EC	* Transition Assignment (new) * Learning Exp. 1 Assessment
5 Learning Exp 1 Mid-term Eval. Mtg. w/ MT	Documentation: Making Thinking Visible	Ch. 4 & 6 EC	* Learning Experience 2 (circle)
6 Environment Change Mtg. w/ Marcia	Culturally Responsive Care & Education	Ch 4 R&W	* Video Recording Reflection * Learning Exp. 2 Assessment
7	Young Dual Language Learners	Ch. 5 R&W	* Documentation Panel * Environment Change Reflect
8 Full Day Teach	Family, Culture & Community	Ch. 6 R&W	* Full Day Teaching Plan (incl. rationale & weekly curr. plan)
9	NO CLASS	Ch 7 R&W	* Full Day Teaching Reflection * Full Day Teaching Evaluation
10 Learning Exp.3 Final Eval. Mtg.	Culturally Relevant Classrooms	Ch. 8 R&W	* Learning Experience 3 (History- social science)
11 Final: Monday, 1:00 – 2:50	Celebrate Successes!! Teaching Philosophy & Reflection		* Parent Conference Reflect * Learn Exp. 3 Assessment * Practicum log hours * Personal & Prof. Growth Reflection (<i>in-class final</i>)

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

	Classroom To Do's	Weekly Behavior Goals
1	<ul style="list-style-type: none"> a. Practice Weekly Behavior Goals b. Observe focus child (anecdotal & running records) c. Set <u>weekly meeting times</u> with MT d. <u>Talk to MT about parent conference attendance</u> sometime this term. 	<ul style="list-style-type: none"> 1. Enjoy reconnecting with children. 2. Practice reading cues. 3. Pay attention to body positioning. 4. Practice acknowledging children's feelings.
2	<ul style="list-style-type: none"> a. Practice Weekly Behavior Goals b. Present <u>learning experience 1 ideas to MT for approval.</u> c. Journal to reflect on what you are noticing in the children & your interactions. 	<ul style="list-style-type: none"> 1. Notice children's interests. Dig deeper to try try to figure out developmental focus. 2. Notice what you are observing for (observe how (observe). 3. Practice humor and being silly (when appropriate)
3	<ul style="list-style-type: none"> a. Practice Weekly Behavior Goals b. Present Learning Experience 1 c. Talk to <u>MT about Transition idea</u> 	<ul style="list-style-type: none"> 1. Practice Being Present & Scaffolding. 2. Practice positioning yourself so you can see all the action in the environment while interacting with the children in front of you
4	<ul style="list-style-type: none"> a. Practice Weekly Behavior Goals b. Implement Transition Assignment c. Present <u>learning experience 2 ideas to MT for approval.</u> d. Provide <u>MT mid-term evaluation</u> (confirm meeting for week 5 or 6). 	<ul style="list-style-type: none"> 1. Practice Connecting with children. 2. Practice Mirror Talk. 3. Practice positioning yourself so you can see all the action in the environment while interacting with the children in front of you. 4. Facilitate an extra circle time or transition.
5	<ul style="list-style-type: none"> a. Practice Weekly Behavior Goals b. Present Learning Experience 2 c. Talk to <u>MT about environment change.</u> d. Bring mid-term evaluation to seminar following conference with MT. 	<ul style="list-style-type: none"> 1. Practice Slowing Down & Being in the moment. 2. Practice telling children what they can do. 3. Practice problem-solving and conflict resolution strategies. 4. Redirect focusing on 'content of play' vs. corrective behaviors.
6	<ul style="list-style-type: none"> a. Practice Weekly Behavior Goals b. Environment Change & Facilitate c. Bring mid-term evaluation to seminar following conference with MT. d. Meeting with Marcia to watch video recording 	<ul style="list-style-type: none"> 1. Practice redirecting focusing on 'content of play' vs. behaviors. 2. Practice 'child language': notice how the children are communicating non-verbally 3. Practice transitions. 4. Practice narrating children's behaviors & asking open-ended questions.
7	<ul style="list-style-type: none"> a. Practice Weekly Behavior Goals b. <u>Full Day Teaching Plan to MT for approval.</u> 	<ul style="list-style-type: none"> 1. Practice supporting children's resourcefulness. 2. Practice following children's leads & interests. 3. Practice reading cues. 4. Practice commenting on pro-social behaviors.

		5. Redirect focusing on 'content of play' vs. corrective behaviors.
8	<ul style="list-style-type: none"> a. Practice Weekly Behavior Goals b. ½ day & Full day (6 hours) teaching. c. <u>Provide MT final evaluation.</u> Confirm meeting for Week 10. 	<ul style="list-style-type: none"> 1. Practice 'Show Respect' 2. Practice acknowledging feelings and accomplishments. 3. Comment specifically on children's prosocial behaviors. 4. Practice providing verbal support for children's learning and exploration. Ask open-ended questions. Scaffold. 5. Practice providing logical consequences.
9	<ul style="list-style-type: none"> a. Practice Weekly Behavior Goals b. NO CLASS c. Present <u>learning experience 3 ideas to MT for approval.</u> d. Confirm time to final evaluation conference Week 10 e. Journal about children's explorations & your thinking. 	<ul style="list-style-type: none"> 1. Practice preventing conflicts before they start. 2. Redirect focusing on 'content of play' vs. corrective behaviors. 3. Practice supporting children as they interact with one another by acting as a 'social bridge' or facilitator. 4. Practice using critical thinking questions.
10	<ul style="list-style-type: none"> a. Practice Weekly Behavior Goals b. Present Learning Experience 3 	<ul style="list-style-type: none"> 1. Practice preventing conflict before they start. 2. Practice intentional use of different guidance and interaction strategies for different children (individualize). 3. Practice supporting children as they interact with one another by acting as a 'social bridge' or facilitator. 4. Practice comforting children and offering assistance.