**ED 103 EXTENDED EDUCATION PRACTICUM**

**Instructor:** Sue Doescher, Ph.D.

**Office:** LM-101

**Phone:** 541-917-4915

**E-mail address:**    doeschs@linnbenton.edu

**Office hours:**Tuesdays, 9-11am; Fridays, 12-1pm; and by appointment

1. **Course Description**

Field experience in a classroom or childcare setting with young children. Students apply in-depth knowledge, methods and skills gained from education courses. Includes full day (6 hours) teaching experience and planned interaction with parents.

1. **Course Structure**
* You will work 6 hours per week in an assigned PCDC classroom.
* You will meet for weekly hour-long seminars.
* You will receive ongoing feedback from classroom teachers and me.
* Classroom teachers can arrange to meet with you individually and may occasionally attend seminars.
* I am available to meet with you during office hours and by appointment.
* I will conduct short observations in your classroom settings several times during the term.
1. **Course Objectives**

Upon successful completion of ED 103, the student will:

* Plan, implement, and evaluate whole group and small group activities for children addressing specific goals and objectives in 4 developmental domains.
* Plan a week of classroom teaching that supports classroom goals. Plan, implement, and evaluate a full day of teaching from this weeklong plan.
* Be proactive in supporting children’s development through direct and indirect guidance and planning.
* Demonstrate at least 5 classroom management techniques including, but not limited to, environmental restructuring, supporting transitions, verbal problem-solving, language for eliciting cooperation, asking open-ended questions, giving choices, redirection, and logical consequences.
1. **Required Texts and Materials**

Dodge, Colker, and Heroman. (2002). ***The Creative Curriculum for Preschool***. (4th Ed.). Washington, DC: Teaching Strategies. **(CC)**

Stonehouse, A. (2008). ***How Does It Feel? Child Care from Families’ Perspectives***. Redmond, WA: Exchange Press, Inc. **(HDIF)**

Course packet purchased at the bookstore

1. **Course Requirements**
	1. Work a minimum of 60 hours in the assigned classroom. Check in and out to verify time. **If absent, call the office ahead of time (541-917-4734)** Arrange with the classroom teacher to make up in-class time within 1 week of absence.
	2. Participate in all seminar discussions, bringing completed assignments to class or sending them online by due dates.
	3. Purchase books prior to class. Bring materials to seminar class.
	4. Complete written and online assignments on time.
	5. Actively participate and interact with children and adults in the classroom. Evaluate situations and utilize positive guidance strategies.
	6. Observe children and use information assembled as a basis for planning.
	7. Plan, implement and evaluate 4 classroom activities relating to each area of children’s development: physical, social-emotional, cognitive and language. **Each activity plan must be reviewed and approved by me and then the classroom teacher prior to implementing the activity with the children. YOU must arrange for this to happen.**
	8. Plan a week of classroom activities that support classroom goals. Plan, implement and evaluate a whole day (6 hours) of teaching from this weeklong plan.
	9. Demonstrate computer competency, word processing skills, use of internet searches in online and written assignments.
	10. Create a final portfolio and complete a final self-assessment of your progress.
	11. Meet with the classroom teacher at midterm and end of term to discuss your work in the classroom.
2. **Expectations and Evaluation**

Your grade in this class is based on your performance in the children’s classroom, written and online assignments, seminar participation, and your professional conduct as a teaching assistant. Through written/online work and practical application in the classroom, you are expected to attain specific competencies evaluated by your classroom teacher and me.

Classroom work is graded on your timeliness and consistency in attendance, participation as a teaching team member, development of knowledge and abilities to skillfully interact with and guide young children, and depth of reflection and discussion regarding your interactions and experiences in the classroom.

Written and online work is evaluated on submission of work on time, clarity and quality of written/online material, application of knowledge of child development, classroom observations, use of “Developmentally Appropriate Practice,” and your personal reflections. **Assignments submitted late will have 10% of total points deducted for each week they are late unless prior arrangements are made with me. No late work will be accepted after 1pm, Friday, Week 10 of the term.**

1. **Grading**

**Work in Seminar**

Seminar participation (5 pts/wk)        45

Discussion Boards (5 points each)    45

Philosophy Paper                10

Reflection/Goals Paper            10

Classroom Comparison Paper         10

4 Activities (plan/implement/evaluate)    60

Full Day                    45

Portfolio/Final Conference        15

**Total                          230**

**Work in Children’s Classroom**

Work in Room (5 pts/wk)            50

Anecdotes (2 pts each)            24

Midterm Evaluation            72

Final Classroom Teacher Evaluation    72

Parent Experience                12

**Total                          230**

A = 90-100%        414-460 points

B = 80-89%        368-413 points

C = 70-79%        322-367 points

D = 60-69%        276-321 points

F = 59% or below        275 points or fewer

**In order to pass to the next level of practicum (ED 104) you must have:**

1. **Only 3’s and 4’s on your Final Evaluation of classroom work**

**AND**

**2.    160 points or above on seminar work.**

Note: Students who have any emergency medical information the instructor should know of, who need special arrangements in the event of an evacuation, or students with documented disabilities who may need accommodations, should make an appointment with the instructor as early as possible, no later than the first week of the term. If additional assistance is required the student should contact the Office of Disability Services (ODS) at 541-917-4683.

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| Week | Topics | ReadingsDue Today | AssignmentsDue Today |
| 13/30 | Course expectations,Competencies, DAP,Professionalism |  | Nametag if needed2 gross motor anecdotes;2 fine motor anecdotes |
| 24/6 | Planning activities to support gross/fine motor development, philosophy of teaching | **CC**— Foundation, pp.1-14 | Reflection/goals paper; 2 social anecdotes; Activity #1: Motor  plan |
| 34/13 | Planning activities to support social/emotional development,Importance of play |  | Implement Activity #1 by 4/17;2 cognitive anecdotes;Social/Emotional plan |
| 44/20 | Planning activities to support cognitive development,Families | **CC**—Ch. 3, 5**HDIF** | Implement Activity #2 by 4/24: 2 language anecdotes;Cognitive plan |
| 54/27 | Planning activities to support language development,Group times | **CC**—Ch. 10 | Implement Activity #3 by 5/1;2 emotional anecdotes; Language plan;Mid-term evaluation by 5/4 |
| 65/4 | Observing and assessing, Positive guidance in classroom settings | **CC**—Ch. 1, 2, 4 | Implement Activity #4 by 5/8 |
| 75/11 | Planning full dayRole of the teacher | **CC**—Ch. 4 | Classroom comparison paper; Full week/Full day plan |
| 85/18 | Quality child care programsCourse evaluation |  | Individual conferences with me; Parent experience paper; Full day of teaching Week 8 or 9 |
| 95/25 | **HOLIDAY--No Seminar** |  | Full day of teaching |
| 106/1 | Full day debriefing  |  | Final evaluation;Full day evaluations; Portfolio due |
| 116/8  | Final Individual Conferences |  |  |

**The instructor reserves the right to make changes in the course schedule.**