**ED 102: Education Practicum (33588)  
Curriculum & Environment  
Final:**  Week 11, Wednesday,1- 2:50

**Instructor**: Marcia Walsh

**Office**: LM 124

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**Office hours**: Mon 3-4, Th 2:30 – 3:30, F 12-1

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

           Course packet purchased at the LBCC Bookstore. **(CP)**

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| **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;**

|  |  |
| --- | --- |
| **Assignments** | **Total Points** |
| Anecdotal & Running Record | 25  x 2 = 50 |
| Environment Change & Reflect | 50 |
| Transition Assignment | 50 |
| Mentor Teacher Interview | 50 |
| Three (3) Learning Experiences & Reflect | 90 each = 270 |
| ½ Day Teaching Rationale & Plan | 100 |
| ½ Day Teaching Reflection | 25 |
| Weekly Lesson Plan | 50 |
| Photo documentation assignment | 40 |
| Final Evaluation | 200 |
| Professionalism Points | 50 |
| Final: Integrated Nature of Learning | 65 |

**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 |
| **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%           B = 80-89%               C = 70-79%             D = 60-69%        F = 59 or  less

      900-1000              800-899  700-799                  600-699       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.*

*LBCC maintains a policy of nondiscrimination and equal opportunity in employment and admissions, without regard to race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam era, or veteran status.  (See Administrative Rule No. E029 and Board Policy Series No. 6090.* **VII.  Calendar/ Course Outline**

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| --- | --- | --- | --- |
| **WHAT TO DO WHEN** | **Topic** | **Readings Due Today** | **Assignments Due** |
| **1** Anecdotal & RRecord Obs | Course overview; Competencies; Confidentiality | Course Packet Review | \* Acquire Journal \* Read Site Handbook (new   students) |
| **2** | Extending Learning; Help Children See Themselves as Thinkers | P.I. p. 69 – 77; & Video | \* Anecdotal & R Records  Observation |
| **3** Learning Exp 1 MT Obs & Inter | Holiday – No Class | P.I. p. 79-83;  RSC p. 2-41 | \* Learning Experience #1   (Literacy) |
| **4** | Respond to Curiosity; Use Mirror Talk | P.I. p. 85-94;  RSC p. 44-86 | \* Learning Experience 1   Reflect & Eval (R&E) \* Mentor Teacher Interview |
| **5** Mid-term Eval.  Env. Change | Have Conversations; Inspire Imaginative Play | P.I. p. 95-106/ & Video | \* Environment Change |
| **6** Learning Exp. 2 Transition Act | Solve Problems Together; Use Rich Vocabulary | P.I. p. 107 - 122 | \* Transition Assignment \* Learning Experience 2   (Circle) |
| **7** Mtg. w/ Marcia | Holiday – No Class | RSC p. 88-102 & Video | \* Learning Experience 2 R&E \* Environment Change Refl. \* Draft ½ day Teaching   Rationale |
| **8** | Fostering Children’s Dispositions | RSC p, 104-122  & Video | \* ½ Day Teaching Rationale   & Plan |
| **9** ½ Day Teachx2 | Ask Questions | P.I. p. 123- 128 |  |
| **10** Learning Exp 3 Final Eval. Mtg. | Link the New to the Familiar; A Day In the Life | P.I p 129-147 RSC p. 123-136 | \* Learning Experience 3   (Music or Drama) \* ½ Day Teaching Reflection   & Eval |
| **11** | Closing Reflections;  Final hours  Final: Wednesday,1- 2:50 |  | \* Photo Doc. Assign. \* Learning Experience 3 R&E \* Weekly Lesson Plan  \* Practicum log hours  \* Integrated Nature of   Learning Final Paper |

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