# Reedley College

Department of Child Development

CD 37A – Early Childhood Practicum

Section 55147 - 3 units – Tues. 12:30-1:20 pm – CCI 205

Instructor: Richell Swallow, MA Office: CDC Office Phone: 559-638-3641 ext. 3730

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Fall 2015 Office Hours: Tues & Thurs. 1:30-2:00 p.m. or Fridays by appointment

## Course Description:

This course integrates curriculum design, implementation and evaluation of developmentally appropriate experiences that promote positive development and learning for young children, in a supervised lab school setting or in early childhood programs with mentor teachers.  Child centered play-oriented approaches to teaching, learning and assessment will be emphasized.  Students will utilize practical classroom experience to make connections between theory and practice, develop professional behaviors and build a comprehensive understanding of children and families.

# Prerequisites:

All students wishing to take this course must have completed the following courses with a grade of “C” or better:

* Child Development 1: Principles and Practices of Teaching Young Children
* Child Development 3: Introduction to Curriculum
* Child Development 39: Child Growth and Development

## Required Textbooks and Materials:

* Tyminiski, Carroll. (2014). *Your Early Childhood Practicum and Student Teaching*

*Experince: Guidelines for Success* (3rd edition). Upper Saddle, NJ: Pearson Education Inc.

* Copple, Carol & Bredekamp, Sue. (eds*.*) (2009). *Developmentally Appropriate Practice in*

*Early Childhood Programs Serving Children from Birth through Age 8* (3rd edition). Washington, D.C.: NAEYC

* Regular Use of Blackboard.
* Regular Use of RC email.

## Recommended Materials (For writing assignments - not required, but highly recommended):

* American Psychological Association (2010). *Publication manual of the American*

*Psychological Association (6th edition).* Washington, DC.

# Student Learning Outcomes (SLOs): In the process of completing this course, students will…

A.    Utilize observations and assessments of children’s development and needs to develop and maintain a healthy, safe, respectful, supportive and challenging environment for all children.

B.    Evaluate the effectiveness of an early childhood classroom, teaching strategies, curriculum and how teachers involve families in their children’s development and learning to improve teaching practices for all children.

C.    Design, implement and evaluate curriculum activities that are based on developmentally appropriate practices, cultural sensitivity, anti-bias consideration, observation and assessment of young children.

D.    Formulate and implement positive guidance strategies applicable to individual and group situations with young children based on developmental research and theory.

E.     Examine and analyze one’s own teaching experiences to guide and inform future practice.

# LAB Requirement: 3 hour per week (45 hours total)

1. This course requires full participation in a lab setting and satisfactory evaluation of lab performance.
2. Lab placements are done in conjunction with your instructor and the on-campus Child Development Center or mentor site.
3. A lab contract is required and must be completed by the student and mentor teacher / lab teacher.  This contact dictates your scheduled lab time.  Students may not deviate from the hours on the contract without permission from the lab site.
4. Students must submit written proof of completion of lab hours (timesheet).
5. Lab activities are to be pre-approved by your instructor and mentor teacher.
6. All lab requirements for each lab/mentor site must be followed including all required paperwork and timelines for activities.
7. A minimum of 45 hours of lab must be completed in order to receive a course grade (see grade information for details of lab points available).
8. All lab students must have an updated TB test (available with Health Services) and complete any required paperwork from the lab site prior to the start of lab time.

## LAB SKILLS DEMONSTRATION LEVEL:

**Twice (2) times during the semester your mentor teacher and course instructor will assess your level of skill demonstration (Evaluation Form on Bb).**

**Grading Rubric:**

|  |  |
| --- | --- |
| **4** | Consistently exhibits at exemplary professional level |
| **3** | Usually exhibits at exemplary or satisfactory professional level |
| **2** | Acceptably exhibits at professional level |
| **1** | No evidence of desired behavior or non-professional level |

**Grading Criteria**

* Work Habits
* Skills with Adults
* Skills with Children

**Letter Grade & Passing Course**

* To pass the course, student teacher must score a C (2) or higher in each criteria on the final evaluation.
* If a student teacher scores a C (2) in any of the criteria on the final evaluation, they are **not eligible to receive an A in class.**

## Class Performance Expectations:

You will be expected to participate in large and small group discussions and various class activities. Active participation is likely to enhance your enjoyment of the course material and facilitate a higher level of learning. You will be encouraged to share your own reactions to course materials, lab experiences, questions, and ideas, as these are what will enable you, your classmates, and your instructor (me!) to gain the most from our time together. Reading the assigned materials prior to class is IMPORTANT. Being able to critically analyze what you have read and discussed, as well as make connections to real world settings when applicable, are ultimate goals.

## TB Clearance:

## All students must show documentation of current TB clearance before entering the lab school. These are available free of charge at the Reedley College Health Services. If you have tested positive to TB, take your most recent chest x-rays to the Reedley College nurse for clearance. Once you receive clearance from the school nurse, take a copy of your clearance to Instructor /Coordinator, Marcy Davidson, at the Child Development Faculty Office.

## Students with Disabilities:

Upon identifying themselves to the instructor and the college, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Disabled Student Programs & Services (559) 638-0332 or TTY (559) 638-0382.

## Academic Success:

In order to succeed at the highest level in college, be sure to utilize the College services that are available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services. The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with verified disabilities.

## Blackboard:

Information about this course, and resources for it, will be available on Blackboard. Blackboard is available at [http://](http://www.csufresno.edu)reedleycollege.edu. You will use your RC username and password to login. Through Blackboard, you will be able to access the syllabus, assignment guidelines, and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send email to your classmates and me. You will also be able to use Blackboard to check your grades online. You should monitor your grades to be sure they are entered accurately and completely. If there is a mistake, please bring it to my attention as soon as you notice it. Please keep all returned assignments until your final grade has been posted at the end of the semester in the event that I make a recording error.

Please note that ONLY your RC email address is recognized by Blackboard. Any messages that I send to the class will be sent through Blackboard, and therefore through your RC email address. I will not respond to personal emails due to spam and other computer viruses, this mean if your email is not sent through your Reedley College email, **I will not open it**. You are responsible for information disseminated through email; ignorance (“I didn’t check my email,” “My e-mail isn’t working,” I don’t have access to a computer,” etc.) is not an acceptable excuse.

## Attendance Policy:

The instructor of this course believes that, though not always measureable, much important learning occurs in the classroom when we are engaged in discussions about course content. Because of this belief, the instructor has a policy that students who miss one-third or more of class meetings, for any reason, cannot receive credit for the class. In a twice-a-week class like ours, therefore, **any student who misses three (3) or more classes, for any reason, will not receive** **credit for the class, regardless of scores earned on work completed**. A roll sheet will be distributed at the beginning and end of every class, and you must sign each time to be considered present for the entire class. Signing for a classmate is cheating, and doing so puts you at risk for receiving a failing grade in the course.

**Leaving Early & Arriving Late Policy:**

As a college student who has enrolled in a class, you are aware well in advance the time that each class starts at the time you register. Therefore, being late or leaving early to/from class is **NOT EXCEPTABLE**. It is disrespectful to the learning environment of the classroom, your fellow classmates and your instructor. If you are late or leave early you will not receive points for any in class assignments or activities that may occur. Leaving early or arriving late will affect your grade as well as your learning of the material presented in class.

## Cell Phone Policy:

## All cell phones are to be turned off at the beginning of each class session. Students MAY NOT use cell phones in class for any reason unless specified by the instructor of the course. If a student is caught using a cell phone during the class session the student will be dismissed from that class meeting and will need to meet with the instructor before the next class session.

## Participation and Accountability:

 We have a lot to learn from each other, so individual contributions to large group discussions are encouraged and individual contributions to small groups are required. When not speaking to the class or a small group, participation includes alert and respectful attention to anyone speaking to the class or small group. Disrespectful behavior to peers and/or the instructor will be dealt with on a case-by-case basis and may result in the loss of points or, in extreme circumstances, dismissal from the course. While it is acceptable to express disagreement with the views of others, including mine, this must always be done in a calm, respectful manner; it is never ok to disrespect or condescend another student or instructor for expressing his/her views.

You, the student, are responsible for all assignments and information that you miss due to any kind of absence. In the event of an absence, it is your responsibility to ask a classmate for notes and information.

## Examinations:

During the course students will take two (2) quizzes, one at the middle and another at the end of the semester. These quizzes will take form in one of the following: short answer, multiple choice, or True/False. The instructor will notify the students in advance which form the quiz will take.

# Late Assignments:

Turning assignments in on time is very important, and enables the instructor to return graded assignments more quickly. Some assignments WILL NOT be accepted late or made-up, and those include In-Class Activities and Assignments, Quizzes, Mentor Evaluations, Family Involvement Presentations, ECE Competency Journal, Parent Teacher Conference Plan, Environmental Design Assignment and the Child Portfolio. Of the remaining assignments, which include Lesson Plans and Student Prep. Assignment, **ONE** assignment per student will be accepted up to **ONE WEEK** late.

## Writing Expectations:

 You will see in the various assignment guidelines on Blackboard as well as in the Assessment Procedures below that writing quality is taken into consideration on all assignments. Overall writing quality includes grammar, usage, mechanics, style, as well as following proper APA citing style where applicable. All outside assignments are to be typed; any assignment turned in hand written will result in a score of zero.

The Writing Center (Humanities Building Room 58) offers free writing assistance to students on campus. For more information on all they offer, visit or call Writing Center Information at 638-3641 ext. 3619 or email rcwritingcenter@reedleycollege.edu. Learning to study more effectively will also help with writing, and The Tutorial Center (Library Building LRC 111) has a variety of services to help you succeed in college through more effective learning strategies. For more information call the Tutorial Center at 559-638-0358.

Proper writing is a basic expectation when someone has earned a college degree, and writing quality really does matter; it matters here and it will matter in your profession. If you intend to work with children and families, there will be many times when you need to communicate information that is crucial, including rationale for continued funding for your job and the children and families you serve. We often are required to communicate through our writing, and without good, consistent writing mechanics, it is difficult to communicate effectively.

## Assessment Procedures:

 As noted above, the quality of your writing matters. Below you will find a general description of the characteristics that are necessary for an ‘A’ paper\*, a ‘B’ paper, etc. All work completed outside of class will be graded for content and synthesis of ideas as well as writing format and mechanics.

\*Note that in these descriptions, “paper” is used to refer to all assignments written outside of class. Including projects and presentations etc.

A A superior paper that thoroughly and insightfully addresses each aspect of each item. There may be slight flaws, but overall, this is a paper that demonstrates a thorough and complex understanding of the many concepts covered. Additionally, this paper is void of spelling and grammar mistakes, and thoughts are clearly and succinctly expressed and organized. All sections are complete.

B A very good paper that is beyond adequate. This is somewhat less developed, insightful, and organized than the ‘A’ paper, yet still is indicative of a good understanding of the concepts. It may have minor problems with writing mechanics such as spelling or grammar, but is clear and coherent. All sections are complete.

C A good paper that is adequate and addresses each aspect of each item in a satisfactory way. This paper, though, lacks the depth of understanding and synthesis that is evident in the ‘A’ and ‘B’ papers. Each item is addressed fully, but there is a lack of complexity, synthesis of ideas, and quite possibly consistency in understanding concepts. This paper may have numerous but minor problems with writing mechanics. All sections are complete.

D A minimally acceptable paper that, in a significant way, does not address all of the items. This paper shows problems in many areas and may reflect a more serious lack of understanding about the course concepts and/or information being elicited through each paper item. This paper is likely to have serious problems with writing mechanics. There may be incomplete sections.

F A failing paper has major deficiencies and does not meet the minimum requirements of addressing each aspect of each item in a way that clearly articulates understanding of course concepts. It is likely that there are serious problems with writing mechanics. There may be incomplete sections.

When computing final course grades at the end of the semester, issues such as participation and percentage of work completed will be taken into consideration when determining borderline grades. For instance, if you are only two or three points away from a B, have participated actively, and have turned in all assignments, you may be judged to have earned a B in the course.

### Honor Code:

 As a community of learners together we will adhere to principles of academic integrity and mutual respect while engaged in college work and related activities. You should:

1. Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration).
2. Neither gives nor receives unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
3. Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

### Cheating and Plagiarism:

 Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work. Penalties for cheating and plagiarism range from a 0 or an F on a particular assignment, paper, examination or project, through an F for the course, at the discretion of the instructor (Reedley College, 2012, pg. 48). For more information on the college’s policy regarding cheating and plagiarism, refer to the Reedley College Catalog 2012-2014, pg. 48.

### Disruptive Classroom Behavior:

 The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

## Study Expectations:

It is usually expected that students will spend approximately 2 hours of study time outside of class for every 1 hour in class. Some students may need more outside study time and some less.

For on campus tutoring, contact the Tutorial Center (Library Building LRC 111) a variety of services to help you succeed in college through more effective learning strategies are offered. For more information call the Tutorial Center at 559-638-0358.

**Grading**

|  |  |  |
| --- | --- | --- |
| Assignments | Possible Points | SLOs |
| In-Class Activities/Small Group Work/Quick Writes | 50 | SLO: B, E, |
| Curriculum Topic Web & Lesson Plans & Reflections | 100 | SLO: B, D, E |
| Lab Participation  | 45 | SLO: A,B, D |
| Mentor Evaluation | 55 | SLO: E |
| Student Teacher Preparation Assignment | 30 | SLO: E |
| Child Portfolio | 150 | SLO: A, B, C, D |
| Parent/Teacher Conference Plan | 25 | SLO: C, D, |
| ECE Competency Journal | 45 | SLO: C,E,  |
| Family Involvement Group Presentation | 25 | SLO: B |
| ECE Environment Design Assignment | 75 | SLO: A, B |
| Quizzes (2x 25 points) | 50 | SLO: A,B, C, D, E |
| **Total** | **650** |  |

**Grading Scale:**

**650-585=A**

**584-519=B**

**518-453=C**

**452-387=D**

**386 & Below=F**

## Assignments:

In-Class Activities/Small Group Work/Quick Writes (10 x 5 points= 50 points) – SLO B,E

Throughout the course of the semester opportunities for large and small group discussions, small group presentations, activities, reflections and responses to class material will be given. If you are unable to attend class, arrive late or leave early, you will miss these opportunities and not receive points. **These points cannot be made up.**

Curriculum Web & Lesson Plans (5 x 20= 100 points) – SLO A,B,D,E

The purpose of this assignment is to explore developmentally appropriate activities for young children that are integrated into a topic that can be expanded into a long term project. Students will develop a topic curriculum web (see page 177 of your text) based on continual classroom observations. Students will plan an activity for each of 8 areas of curriculum, students will then select 5 to implement and turn in for grading. The following are the curriculum areas: Visual Arts, Science, Social Studies, Language/ELD, Literacy, Nutrition/Health, Math, and Physical Development. Each of the 5 plans will be worth 20 points, and will include the written plan, implementation evaluation, DRDP measures, objectives, PELFs and collation to DAP and self-reflection. Lesson plan template and ADS with more details is posted on Bb.

Family Involvement Group Presentation (25 points) – SLO: B

Students will work in small teaching groups to develop a Family Night based on a topic selected by the instructor. Details will be posted on ADS on Bb.

Lab Participation & Mentor Evaluation (100 points) – SLO: A, B, D

There are 100 points possible to be earned through your work and participation in the lab. Lab participation is essential to the success of this course. Students must pass the lab portion to pass this course. All students are required to have a total of 45 hours completed over the course of the semester. Students are required to attend lab every week and need to sign in at the beginning of each lab session on their attendance sheet, which will be initialed by the ECE Specialist. More information will be given during the lab orientation.

Parent/Teacher Conference Plan (25 points) – SLO: C, D

Prepare a **detailed** plan for a parent-teacher conference using the information gathered from the child portfolio assignment. Include successful components of a parent-teacher conference discussed in lecture. More information will be provided – See ADS on Bb.

Child Assessment Portfolio (150 points) – SLO: A, B, C, D

During the course of the semester each student will chose a child at your lab site to observe and complete an assessment portfolio on. Assignment details (ADS) and rubric will be available on Bb.

Student Teacher Preparation Assignment (30 points) – SLO: E

The purpose of this assignment is for students to develop a knowledge base, examine personal assumptions and beliefs, and to examine and analyze one’s own teaching experiences to date to inform future practices and to help you prepare and become more aware as a future teacher. ADS will be on Bb.

ECE Competency Journal (45 points) – SLO: C, E

It is expected for students to further their knowledge base and gain competency within the different areas in the field of early education. Students will complete journal entries based off the California Early Childhood Educator Competencies. ADS with journal entries are posted on Bb.

Environmental Design Assignment (75 points) – SLO: A, B

The purpose of this assignment is for students to design and evaluate effectiveness of early childhood classrooms, develop safe, healthy respectful and challenging environments for all children, how teachers involve families in children’s development & learning. Students will in small teaching groups for this assignment. Assignment details (ADS) and rubric will be available on Bb.

Quizzes (2x 25 points) 50 points

During the course students will take two (2) quizzes, one at the middle and another at the end of the semester. These quizzes will take form in one of the following: short answer, multiple choice, or True/False. The instructor will notify the students in advance which form the quiz will take. Study guides will not be given for quizzes in this course. Students are EXPECTED to keep up with all readings, assignments and attend lecture and lab regularly.

## Syllabus Disclaimer:

This syllabus constitutes a contract between the instructor of this course and the student enrolled in the course. The student’s decision to take this course denotes:

1. Acceptance of this syllabus.
2. Acceptance of the expectations of this course as outlined by this syllabus.
3. The student understands that the course schedule outline in this syllabus, including assignment dues dates, are subject to change. Students will be notified through Blackboard, email or in class of any changes.
4. The student’s understanding that it is their responsibility to read and complete all assignments and turn in all work by the designated times.

This syllabus and course calendar are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on Bb for announcements made while you were absent or with a classmate.