

Reedley College

Department of Early Childhood Education

ECE 8 – Early Childhood Practicum

Section 55146 - 3 units – 108 Lab Hours – Wednesday 4:00-5:50 p.m. CCI 205

Instructor: Richell Swallow, M.A.Eds. (ECE) Office: CDC Office Phone: 559-494-3000 ext. 3660

E-mail: Inbox on Canvas (**Best way to reach me!**)

Spring 2022 Office Hours: See Course Homepage & Door Card Under Pages on Canvas

Course Description:

Demonstration of developmentally appropriate early childhood program planning and teaching competencies under the supervision of ECE/CD faculty and other qualified early education professionals. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Reflective practice will be emphasized as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. Includes exploration of career pathways, professional development, and teacher responsibilities.

Prerequisites:

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

ECE 1: Principles and Practices of Teaching Young Children

ECE 2: Child Growth and Development

ECE 3: Introduction to Curriculum

ECE 5: Observation & Assessment

Student Learning Outcomes (SLOs):

1. Design and implement curriculum and environments that are developmentally and linguistically appropriate, engaging, and supportive of development and learning based on the foundations of early childhood education and the knowledge of individual children.
2. Apply a variety of teaching strategies, manage the classroom, monitor children’s development and learning, guide behavior, and use reflection on teaching practice to guide future planning.
3. Demonstrate the skills of a professional teacher including effective communication, ethical practice, responsibilities to children and families, and commitment to ongoing professional development.

Course Objectives:

1. Apply current research and developmental theories to plan experiences for young children.
2. Demonstrate developmentally appropriate, professional, and ethical practices in supervised early childhood classrooms.
3. Plan, implement and evaluate curriculum based on the needs and interests of young children to engage them in learning.
4. Use documentation and assessment to monitor children’s progress and to adjust learning experiences.

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5. Analyze the impact of the classroom environment and daily routines on children's behavior.
6. Demonstrate how to adjust curriculum, environments, routines, and teaching strategies to meet the individualized needs of young children.
7. Identify and implement strategies to prevent and/or address young children's challenging behaviors and to help children learn to resolve conflicts.
8. Describe strategies for communication and collaboration with families to support young children's development and learning.
9. Reflect on student teaching experiences to guide future teaching and collaborative practices.
10. Describe the responsibilities and expectations of teachers regarding the supervision of and collaboration with other adults in the ECE setting.

Required Textbooks:

- ✓ 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 (This text is available for check out at the RC library).

Regular Use of Canvas

Regular Use of RC email.

Regular use of computers, printers & programs

Open Educational Resources (OER):

This course is an Open Educational Resource (OER) course. This means that ALL readings materials and texts are online in PDF format FREE to students. The one required textbook above is available at the Reedley College Library for semester check out in LIMITED quantities, rented from the various online site, or it may be purchased from the campus bookstore.

Recommended Materials:

Digital Camera or another photo/video taking device

Sound knowledge of Canvas

*Students will be utilizing Canvas for EVERYTHING for this course, including video recording themselves.

Regular Computer Usage

LAB Requirement: 4 hours per week (108 hours total) This course requires full participation in a lab setting and a satisfactory evaluation of lab performance.

1. Lab placements are done in conjunction with your instructor and the on-campus Child Development Center.
2. A lab contract is required and must be completed by the student and mentor teacher/ECE Specialist and instructor. This contract dictates your scheduled lab time. Students may not deviate from the hours on the contract without permission from the lab site.
3. Students must submit written proof of completion of lab hours (timesheet).
4. Lab activities are to be pre-approved by your instructor and mentor teacher.
5. All lab requirements for each lab/mentor site must be followed including all required paperwork and timelines for activities.
6. A minimum of 108 hours of the lab must be completed to receive a course grade, 4 hours additional for a total of 108 hours for the semester (see grade information for details of lab points available).

- All lab students must have an updated TB test (available with Health Services) and ALL other immunizations before the beginning lab and complete any required paperwork from the lab site before the start of lab time.

LAB SKILLS DEMONSTRATION LEVEL:

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

	Grading Rubric
<u>4</u>	Consistently exhibits at an exemplary professional level
<u>3</u>	Usually exhibits at an exemplary or satisfactory professional level
<u>2</u>	Acceptably exhibits at a professional level
<u>1</u>	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, the student-teacher must score a C (2) or higher in each criterion on the final evaluation. Complete all lab hours and lab assignments.
- 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, regardless of point standing.**

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 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 before 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.

Academic Success:

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.

Confidentiality:

All grades, mentor evaluations, teaching evaluations, points earned, etc. are to be kept confidential at all times. This means that student WILL NOT share their personal information regarding their grades. Any violation of this policy will result in disciplinary action.

Canvas:

Information about this course, and resources for it, will be available on Canvas. Canvas is available at <http://reedleycollege.edu>. You will use your RC username and password to login. Through Canvas, you will be able to access the syllabus, assignment guidelines, reading materials, textbooks, and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send emails to your classmates and me. You will also be able to use Canvas 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 if I make a recording error.

Please note that ONLY your RC email address is recognized by Canvas. Any messages that I send to the class will be sent through Canvas, and therefore through your RC email address. I will not respond to personal emails due to spam and other computer viruses, this means 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 measurable, much important learning occurs in the classroom when we are engaged in discussions about the course content. Because of this belief, the instructor has a policy that students who are absent one-third or more of class meetings, for any reason, cannot receive credit for the class. In this class, **any student who misses four (4) 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 every class session, 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 of receiving a failing grade in the course.

Communication:

All course communications MUST come to me through the Canvas messaging system. I teach a full load of courses and have other responsibilities on & off-campus, because of this I receive a vast amount of emails each day. I do my best to respond promptly, however, that being said, if you email me, I will ignore the email. Always contact me by Canvas In-Box. If you are uncertain or have questions about how to use any part of the Canvas system use the help guides.

As students, sometimes it is difficult to understand an instructor is not available to answer communications at all hours of the day and night. All communications will be answered within 24-48 hours. If, for some reason you have not heard from me, please send me a respectful, kind reminder (those are greatly appreciated). Please see the "Pages" tab on canvas for tips on emailing instructors.

Weekend Hours:

As students, most of you are taking more than one course and have the demands and enjoyments of life. We, instructors also have those same demands and enjoyments, for this reason, I am not

available during the weekend/holiday hours. I will check on the class on Fridays at around noon and most of the time not be available again until Monday at 8:00 a.m. Now and again, you MIGHT find me online on the weekend and I MIGHT answer a question or two. However, this does not mean I am constantly available during these hours. I will NEVER answer on Sundays or holidays. I encourage you to use the Q & A discussion boards or In-Box me by Friday at 1:00 p.m. Your classmates are a great resource! Monday-Thursday all communication stops at 4:00 p.m. unless otherwise stated on the Door Card. The Door Card is on the Homepage of the course. On Friday afternoons, I am typically observing students at mentor sites or in meetings. All of my contact email can be found on the front of this syllabus.

Leaving Early & Arriving Late Policy:

As a college student who has enrolled in a class, you are aware well in advance of the time that each class starts at the time you register. Therefore, being late or leaving early to/from class is **NOT ACCEPTABLE**. This course requires students to attend the class session at the assigned time each week. It is disrespectful to the learning environment of the classroom, your classmates and your instructor to arrive late or leave early. If you are late or leave early you will not receive points for any in-class assignments or activities that may occur. **Yes, you read that correctly. You will have to participate in class, leaving early or arriving late will affect your grade as well as your learning of the material presented in class. If you are late or are leaving early do not come to class.

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/Quizzes:

During the course, students will take quizzes, throughout the semester. These quizzes will take form in one of the following: short answer, multiple-choice, or True/False. The quizzes are completed on Canvas and are due Monday nights at 11:45 p.m. Quizzes will NOT be re-opened after the due date and time.

Discussion Boards:

Throughout the semester opportunities for discussions, activities, reflections, and responses to the course material will be given. It is expected that all students will participate in these activities as the semester goes. All DBs, reflections, and quick assignments are to be submitted at college-level writing. APA cited, incorporated content from the module readings, all directions followed, and be fully complete. Responses in **ANY** text writing, lower case "i", etc. will NOT be accepted and

will result in an automatic score of zero (0). This means proper college writing, grammar, writing structure, etc. See writing expectations in the course syllabus. Some of these assignments will be in class some may be online. Follow all directions carefully. Once a discussion question/activity closes, you will miss these opportunities and not receive points. **These points cannot be made up.**

Late Assignments:

Turning assignments in on time is very important and enable the instructor to return graded assignments more quickly. Some assignments WILL NOT be accepted late or made-up, and those include Quizzes, TPE portfolios, and the Curriculum Portfolio & Presentation. Of the remaining assignments, which include Lesson Plans and Observations, **ONE** assignment may be late without penalty with instructor notification before the due date. All other late assignments will not be accepted.

Writing Expectations:

You will see in the various assignment guidelines on Canvas 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 handwritten/scanned will result in a score of zero.

The Writing Center (Humanities Building Room 58) offers free writing assistance to students on and off-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 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 crucial information, including the 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 satisfactorily. 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 an understanding of course concepts. There are likely 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:

- a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism, and inappropriate collaboration).
- b) Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) 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 to improve one's grade or obtain course credit; such acts also include assisting another student to do so. Typically, such acts occur about examinations. However, this definition intends that the term 'cheating' not be limited to examination situations only, but that it includes any 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 that 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 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, even in an online classroom, 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 that 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 that 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:

<u>Assignments</u>	<u>SLOs</u>	<u>Possible Points</u>
Curriculum Lesson Plans (6x35pts =210)	SLO: #1-3	210
Classroom Observations (10x100= 100 pts)	SLO: #1-3	100
Teacher Performance Expectation Portfolio (Final Project)	SLO: #1-3	100
Module Quizzes (8x10 points= 80 pts)	SLO: #1-3	80
Final Curriculum Presentation	SLO: #1-3	30
Teacher Tasks	SLO: #1-3	30
Lab Hours (complete/incomplete)	SLO: #1-3	(complete/incomplete)
Total Points		550

Grading Scale: 10% grade scale – This course is based on percentages NOT POINTS.

100-90% =A (550-495)

89-80% =B (494-444)

79-70% =C (443-399)

69-60% = D (398-358)

59-50% =F (357 & below)

If a problem arises during the semester, please make an appointment with the instructor or come during office hours to discuss how we can best resolve the issue and help you achieve success in class. Grades are confidential and will not be discussed in the classroom between students or the

instructor. Students are NOT to discuss their grades or evaluations with each other. Doing so constitutes cheating.

A Word About Grading...

Students will see as grading occurs their scores fluctuate a little or a lot depending on how well the student has done on each assignment. This occurs because the class is on a 10% grade scale. Each time the instructor grades, the overall grade will change. When viewing your grades, there is a box to un-check, "Calculate based only on graded assignments." This one always trips people up, because if they did some work and have the box checked, maybe they have a 'B'. If they uncheck it, it shows the total and they may have an 'F'. Just be sure to check that before you e-mail me about your grade.

Assignments:

Classroom Observations (10x 100= 100 pts.)

Various classroom observations will be completed throughout the semester. These observations will be directly connected to the DAP textbook and reading topics. These observations will be done in class and a virtual format through video vignettes. These will count towards the required lab hours for the course. SLO: #1-3

Curriculum Lesson Plans (6x35=210 pts. SLO #1-#3)

The purpose of this assignment is to explore developmentally appropriate activities and materials for young children that are integrated into a topic that can be expanded into a long-term study. Students will develop a series of 6 lessons based on continual classroom observations. ALL LESSONS WILL BE BASED ON OBSERVATIONS! Students will thoughtfully and meaningfully plan learning experiences for each of the areas of curriculum, students will then implement and turn in for grading the entire lesson plan (all 3 parts). All lessons will be based on observation and emergent curriculum. In addition, all students will complete one large group (circle time). Each of the 8 plans will be worth 35 points and will include all THREE parts. All lesson plans will be approved by the instructor – ONE WEEK in advance of implementation. See instruction sheet on Canvas.

Curriculum Presentation (30 points) SLO #1-3

Students will create and present the curriculum they have developed and implemented during the semester demonstrating teaching techniques, and knowledge learned through the semester. ADS on Canvas.

Module Quizzes (8-10points= 80 points) – SLO #1-3

Through the course of the semester, semesters will take module quizzes. These quizzes may be on one or more modules. Students will be notified of this in the quiz directions. All quizzes are open content. Quizzes are based on readings and may take the form of multiple questions, true/false, or short answers.

Teacher Tasks (30 points) - SLO#1-3

Randomly throughout the semester students will be assigned typical teacher tasks and duties. These may range from assisting in group time, prepping snacks, leading a table activity, lap reads, classroom chores, yard chores, and more. Students are expected to do these along with all other lab assignments, just as you would in your classroom.

ECE Teacher Preparation Expectation Portfolio (100 points)

Practicum students will create a teaching portfolio based on their cumulative work from all ECE courses. This portfolio will be based on the CA ECE TPEs. ADS and explanation of assignment on Canvas and in class.

Lab Participation & Mentor Evaluation – (complete/Incomplete) SLO: #1-3

Lab participation is essential to the success of this course. Students must pass the lab portion to pass this course. This means you must do the lab hours. All students are required to have a total of 108 hours completed over the course of the semester. Students are required to attend lab assignments lab weekly. Further lab information will be given during the first class session.

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 due dates, is subject to change. Students will be notified through Blackboard, email, or in the class of any changes.
4. The students understand 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.