



## Course Syllabus

<b>ECED 5462</b>	<b>Early Primary Practicum</b>	<b>Fall 2008</b>
<b>Dewey Elementary School</b>	<b>Dr. Cheryl Breig-Allen</b> 236 Webster Hall (314) 961-2660x 7652 allencb@webster.edu	<b>1 credit hour</b>

- 1. COURSE DESCRIPTION:** Concurrent registration with ECED 5460 Curriculum Design is required. The focus of this 1-credit-hour practicum is observation and participation in classrooms servicing children in early primary grades and supports an understanding of developmentally appropriate curriculum. Prerequisites: ECED 5430 Perceptual Motor Development and Language Acquisition in Young Children, ECED 5431 Infant Toddler Practicum.

### LEARNING OUTCOMES

<b>Course Outcomes</b>	<b>Webster University SOE Goals and Dispositions</b>	<b>NAEYC Standards for Early Childhood Professional Preparation Missouri Standards for Teacher Education Programs (MoSTEP) NCATE Candidate Proficiencies</b>
<b>Students will:</b>		
1. Develop the skills of listening to children, observing and documenting their ideas, actions, words, and work.	<b>Goals</b> 2.4 The <b>informed instructor</b> employs a variety of formal and informal assessments to monitor learning and modify instruction.  <b>Dispositions</b> 2.4 listens respectfully to other points of view	<b>NAEYC</b> <b>Standard 3. Observing, documenting and assessing to support young children and families</b> 3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches  <b>MoSTEP</b> 8.3 Evaluates the effect of class activities on both individual and class as a whole, collecting information through observation of classroom activities, questioning, and analysis of student work  <b>NCATE</b> Ability to Respond to Diversity

		Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners
2. Draw upon knowledge of developmental theory, multicultural perspectives, and ongoing study of particular children when preparing the learning environment and learning experiences.	<p><b>Goals</b></p> <p>1.3 The <b>knowledgeable learner</b> identifies developmental factors in student learning; and</p> <p>1.4 understands theoretical principles of effective instruction to plan learning experiences.</p> <p>4.2 The <b>responsive educator</b> acknowledges social and cultural contexts to create effective teaching and learning environments.</p> <p><b>Dispositions</b></p> <p>2.1 understands, respects and responds appropriately to diversity in a variety of settings</p>	<p><b>NAEYC</b></p> <p><b>Standard 1. Promoting child development and learning</b></p> <p>1a. Knowing and understanding young children’s characteristics and needs</p> <p>1b. Knowing and understanding multiple influences on development and learning</p> <p>1c. Using developmental knowledge to create healthy, respectful, and challenging learning environments</p> <p><b>MoSTEP</b></p> <p>2.1 Knows and identifies child development</p> <p>3.4 Connects instruction to student’s prior experiences, family, culture and community</p> <p><b>NCATE</b></p> <p>Ability to Respond to Diversity          Pedagogical Knowledge          Professional Knowledge and Skills</p>
3. Learn how to support children’s learning in regard to the content areas of language arts, science, social studies, art, music, drama and movement through integrated learning experiences, project studies, and daily living experiences.	<p><b>Goals</b></p> <p>1.1 The <b>knowledgeable learner</b> knows content that supports conceptual understanding; and</p> <p>1.2 applies tools of inquiry to construct meaningful learning experiences.</p> <p>2.1 The <b>informed instructor</b> designs curriculum based on students’ prior knowledge, learning styles, strengths and needs; and</p> <p>2.2 uses a variety of communication modes, media, and technology to support student learning.</p> <p><b>Dispositions</b></p> <p>1.2 embraces an openness to change (adaptability, flexibility)</p>	<p><b>NAEYC</b></p> <p><b>Standard 4. Teaching and Learning</b></p> <p>4b. Using developmentally effective approaches</p> <p>4c. Understanding content knowledge in early education</p> <p>4d. Building meaningful curriculum</p> <p><b>MoSTEP</b></p> <p>1.5 Creates interdisciplinary learning</p> <p>2.4 Knows theories of learning</p> <p>4.1 Selects, creates and plans learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.</p> <p>7.3 Supports and expands learner expression in speaking, writing, listening and other media</p> <p><b>NCATE</b></p> <p>Content Knowledge          Pedagogical Knowledge</p>

		Professional Knowledge and Skills Impact on PreK-3 Learners
4. Learn how to support autonomy and reciprocity among children.	<p>4.3 The <b>responsive educator</b> adapts instruction to the learner’s knowledge, ability, and background experience; and</p> <p>4.4 identifies resources for specialized services when needed.</p> <p><b>Dispositions</b> 2.2 exhibits empathy 3.5 affects change with courage and confidence</p>	<p>NAEYC <b>Standard 4. Teaching and Learning</b> 4a. Knowing understanding and using positive relationships and supportive interactions</p> <p><b>MoSTEP</b> 2.3 Encourages student responsibility 6.2 Manages time, space, transitions and activities effectively 9.1 Applies a variety of problem-solving strategies reflecting on practice, influences on student’s growth and learning and the complex interactions between them 10.2 Talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students’ problems</p> <p><b>NCATE</b> Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners Evidence of Dispositions</p>
5. Act as mentors and co-learners who provoke curiosity, creative thinking, consideration of multiple perspectives and research among children and adults.	<p>4.1 the <b>responsive educator</b> understands and responds appropriately to issues of diversity;</p> <p>4.2 acknowledges social and cultural contexts to create effective tea</p> <p><b>Dispositions</b> 1.3 exhibits curiosity 3.3 communicates and collaborates in university and school cultures 3.4 accepts academic rigor (willingness to work/high expectations)</p>	<p>NAEYC <b>Standard 1. Promoting Child Development and Learning</b> 1a, 1b, 1c (see above) <b>Standard 5. Becoming a Professional</b> 5d. Integrating knowledgeable, reflective and critical perspectives on early education</p> <p><b>MoSTEP</b> 5.2 Engages students in active learning that promotes the development of critical thinking, problem-solving, and performance capabilities</p> <p><b>NCATE</b></p>

		Ability to Respond to Diversity Content Knowledge Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners
--	--	---

<p>6. Develop skills of observation, documentation and research in order to continuously inform curriculum decisions and teaching responses.</p>	<p>3.1 The <b>reflective collaborator</b> values and integrates reflection to grow as a professional;  <b>Dispositions</b>  1.4 engages in reflection  3.2 practices informed decision-making in university and school cultures</p>	<p><b>NAEYC</b>  <b>Standard 5. Becoming a Professional</b>  5c. Engaging in continuous, collaborative learning to inform practice  <b>MoSTEP</b>  8.1 Employs a variety of formal and informal assessment techniques (e.g., observations, authentic assessments)  11.2 Applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications and learning tools to support the diverse needs of learners  11.4 Uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning</p> <p><b>NCATE</b>  Ability of Utilize Technology  Pedagogical Knowledge  Professional Knowledge and Skills  Impact on PreK-3 Learners</p>
<p>7. Learn how to collaborate with parents as partners in the development, analysis, and implementation of curriculum.</p>	<p>3.2 The reflective collaborator promotes communication and collaboration with colleagues, families and community leaders;  3.3 seeks relationships with families and students to support student learning; and  3.4 initiates change that benefits students and their families.</p>	<p><b>NAEYC</b>  <b>Standard 2. Building Family and Community Relationships</b>  2c. Involving families and communities in their children's development and learning  <b>NCATE</b>  Ability to Respond to Diversity  Pedagogical Knowledge  Professional Knowledge and Skills  Evidence of Dispositions</p>



## **2. COURSE REQUIREMENTS (PRACTICUM HANDBOOK)**

1. Students are expected to track their time spent in class and keep a practicum log documenting their 45 contact hours (p. 13).
2. Students are to conduct two lessons with the children (small or whole group format) following the lesson plan format (p.14). They are to submit their first draft to cooperating teacher for feedback, make any adjustments recommended and facilitate the lesson during university supervisor visit. After feedback, the student will submit a final lesson plan with reflection.
3. Students will work on a unit plan (p.15). Throughout this process, cooperating teachers are encouraged to provide feedback. Students will complete a unit plan curriculum paper for credit in the early childhood curriculum class.
4. Students will examine their knowledge and skills and develop a professional development plan (p. 18).
5. Students will submit two reflective journal entries describing, analyzing and reflecting upon significant activities in the classroom (p. 20).
6. Students will submit a written summary synthesizing their practicum experiences using the MoSTEP Standards as a framework (p. 21).
7. Cooperating teachers are asked to observe the student facilitating two learning experiences in the classroom using the form (p. 25).
8. Cooperating teachers complete the practicum evaluation form (p. 27) using the rubric provided (pp. 28-36). At a final university supervisor visit, student, cooperating teacher and university supervisor dialogue and complete practicum evaluation.

## **3. TEXT**

Billman, Jean & Sherman, Janice (2003). Observation and Participation in Early Childhood Settings: A Practicum Guide (2<sup>nd</sup> Edition). Boston: Allyn and Bacon.