

Course Title: Early Childhood Practicum & Seminar 1 & 2

Course # : EC 332a & 332b

Credit Hours: 3 + 3

Catalog Description:

Practicum: Early Childhood Education Practicum experiences are designed to provide students with opportunities to observe and practice in supervised, high-quality early childhood settings. Students are involved in observing and recording individual children's growth and learning, planning curriculum and assessment, interacting directly with children, practicing teaching skills, and interacting with families & colleagues. Students will apply principles of room arrangement and scheduling, child guidance, and staff relationships. As students advance from Practicum 1 to Practicum 2, they will assume greater responsibility for planning and supervision, child evaluation, family conferences and family newsletters.

Hours Required: *For each practicum*, students will complete a minimum of 120 hours in early childhood (birth-pre-k) classroom(s). Students will be assigned to a specific early childhood classroom for the semester; specific day(s) and hours will be determined based on number of students enrolled in practicum.

NOTE: Completion of Practicum hours satisfies the Michigan State Department of Education requirements for the Early Childhood Endorsement to the Teaching Certificate. Students will also complete their student teaching placement in the Teacher Development and Educational Studies (TDES) program in kindergarten through grade three classroom(s).

Seminar: Early Childhood Education Seminar is designed to introduce students to concepts and practices expected of them during their Practicum experience. *Practicum students will meet as a group once a week.* Topics include child observation and assessment, curriculum planning, and family interactions. Practicum and seminar assignments are explained and discussed, and students are guided through planning and reflection processes related to their observation and teaching experiences. Students will co-plan and coordinate responsibilities for teaching and discuss their experiences in the early childhood settings.

Prerequisites: 332a in conjunction with EC 320
332b as last course, in conjunction with EC 330

Instructor:	Julie Ricks- Doneen Ph.D.
Semester:	TBA
Class Location:	TBA
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Course Objectives: Upon completion of the course students will be able to:

1. Document a child's activities, growth and learning over time, using anecdotal records (P1)
2. Complete Child Assessment and Portfolio (P2)
3. Observe children in structured and unstructured settings
4. Develop objective recording skills
5. Gain skill in interpreting data and making inferences
6. Implement standards and practices for children's health and safety
7. Develop practical teaching skills, including interactions with individual children, small groups, and large groups of children
8. Participate as part of a teaching team
9. Use knowledge of general child development and individual children to plan, implement and evaluate materials, resources, activities and environments for children
10. Become a culturally responsive educator
11. Interact with families (P1 & P2)
12. Communicate with families via newsletters and conferences (P2)

Textbooks:

Students should purchase the Practicum/Seminar Handbook EACH semester

The following books will be purchased ONCE, to be used for both Practicum/Seminars 1 and 2.

Hohmann, M. & Weikart, D. (2002). *Educating young children*. Ypsilanti, MI: High/Scope Press.

Homann, M. (2002). *A study guide to Educating Young Children*. Ypsilanti, MI: High/Scope Press.

Helm, J.H. & Katz, L. (2001). *Young Investigators: The Project Approach in the Early Years*. Washington, D.C.: NAEYC

Recommended Texts:

Scheinfeld, D.R., Haigh, K.M. & Scheinfeld, S. (2008). *We are all explorers: Learning and teaching with Reggio principles in urban settings*. New York, NY: Teachers College Press

Gandini, L., Ethredge, S. & Hill, L. (Eds.) (2009). *Insights and inspirations from Reggio Emilia: Stories of teachers and children from North America*. Worcester, MA: Davis Publications, Inc.

Hendrick, J. (1997). *First steps toward teaching the Reggio way*. Upper Saddle River, NJ: Prentice Hall.

Hendrick, J. (2004). *Next steps toward teaching the Reggio way: Accepting the challenge to change*. Upper Saddle River, NJ: Prentice Hall

Course Outline by Topic:

- Observation and Documentation of Children's Growth & Learning
- Classroom Environments and Materials
- Classroom Schedules and Routines
- Adult-Child Interactions
- Curriculum Planning and Reflection/Evaluation
- Classroom Teaching & Learning Strategies
- Team Teaching and Collaboration
- Family Communication, Education and Collaboration
- Methods of Instruction:
- Lecture (Seminar)
- Discussion & Reflection – in class and online
- Small Group work including Team planning, teaching and evaluation
- Active Participation in early childhood classroom

Assignments:

- Anecdotal records of children
- Environmental assessment tool
- Observations of colleagues
- Lesson Plans
- Evaluation of Students' Teaching
- Documentation of Interactions with Families
- Reflective Journal

Alignment of Objectives to Assignments

Objectives/Learning Outcomes	Assignments/Assessment of Outcomes
1. Document a child's activities, growth and learning over time, using anecdotal records (P1)	Anecdotal records of children
2. Complete Child Assessment and Portfolio (P2)	Portfolio
3. Observe children in structured and unstructured settings	Anecdotal records of children Environmental assessment tool
4. Develop objective recording skills	Anecdotal records of children Environmental assessment tool
5. Gain skill in interpreting data and making inferences	Anecdotal records of children

	Environmental assessment tool Reflective Journal
6. Implement standards and practices for children's health and safety	Observations of colleagues Lesson Plans Evaluation of Students' Teaching
7. Develop practical teaching skills, including interactions with individual children, small groups, and large groups of children	Observations of colleagues Lesson Plans Evaluation of Students' Teaching Reflective Journal
8. Participate as part of a teaching team	Lesson Plans Evaluation of Students' Teaching Reflective Journal
9. Use knowledge of general child development and individual children to plan, implement and evaluate materials, resources, activities and environments for children	Environmental assessment tool Lesson Plans Evaluation of Students' Teaching
10. Become a culturally responsive educator	Documentation of Interactions with Families Reflective Journal
11. Interact with families (P1 & P2)	Documentation of Interactions with Families
12. Communicate with families via newsletters and conferences (P2)	Documentation of Interactions with Families

Academic Conduct Policy:

Students are expected to submit assignments that conform to university policies governing dishonesty and misconduct (see the "Academic Conduct Policy" in the Undergraduate Catalog). Academic Honesty: Cheating and plagiarism are considered serious at Oakland University. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course will receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Please refer to the 2009-2010 Oakland University Undergraduate Catalog to read the full Academic Conduct Policy.

Grading Scale:

Grade % Grade % Grade%

4.0 99-100	3.5 89-90	3.0 79-80
3.9 97-98	3.4 87-88	2.9 77-78
3.8 95-96	3.3 85-86	2.8 75-76
3.7 93-94	3.2 83-84	2.7 74
3.6 91-92	3.1 81-82	To<74