Course Name: Practicum Early Childhood Education  
CRN: 48053  
Semester/Year: Spring 2015  
Instructor: Linda M. Wright  
Office Phone: 435-652-7866  
Office Hours: MWF 8:00 – 8:50; MW 11:00 -11:50  
Meeting Days and Time: Wed/12:00 – 12:50  
Location: 106 NIB  
DSU Email Address: lwright@dixie.edu  
CRN: 48053  
Meeting Days and Time: Wed/12:00 – 12:50  
Location: 106 NIB  
DSU Email Address: lwright@dixie.edu

**Prerequisites:** Prerequisites: FCS 2600, AND FCS 2610, AND FCS 2620; AND FCS 1500 or FCS 2500 or PSY 1100

**Course Description from Catalog:** Required of students pursuing the associate's degree in Early Childhood Education. Designed to provide on-the-job learning opportunities for prospective teachers of young children, including teaching opportunities in the early childhood setting under the supervision of the program director and/or classroom teacher. Students meet weekly with an FCS faculty member in a seminar to establish semester learning objectives for the student and the site placement, including each of the following areas: curriculum development, classroom management, lesson preparation and delivery, working with parents of young children, and supervising workers in an early childhood educational setting. The practicum course is the final course in the Early Childhood Education Associate’s Degree. As such, it is a ‘watershed’ course. Upon completion of the course, the supervising faculty will assess the student’s performance as a preschool teacher or childcare provider and make recommendations for future practice in ECE. 4.000 Credit Hours


**Family and Consumer Sciences Department Learning Outcomes:**
1. Define currently accepted theory within the discipline.
2. Evaluate theory using applications and exercises to personalize the depth of knowledge and understanding.
3. Demonstrate professional practices specific to the discipline by completing assignments.
4. Show, in writing, the ability to think critically by:
   a. Gathering information
   b. Comparing and contrasting sources and quality of information
   c. Evaluating information for reliability and validity
   d. Creating resolutions/proposals to solve questions or problems within the discipline

### Course Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Instructional Method</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Using developmental theories to guide interaction and relationships within the preschool.</td>
<td>Demonstration Class lecture</td>
<td>Develop 2 Guidance lesson plans that will be taught in the preschool.</td>
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<tr>
<td>• Uses guidance strategies that are developmentally appropriate in practice for ECE and explain why these strategies are important for young children.</td>
<td>Demonstration One-on-one assistance Class discussion</td>
<td>Assessment of Students</td>
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<tr>
<td>• Identify individual children who would benefit from extra support in the classroom. Develop</td>
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intervention plans for those children with specific activities in mind and an assessment of progress. Recognize patterns of childhood stress and reflect on appropriate strategies.

| **• Build positive relationships with children through the use of guidance techniques based on theories that work with children.** | Demonstration  
One-on-one assistance  
Class discussion | Develop 2 Guidance lesson plans that will be taught in the preschool.  
Reflection Journal |

Using developmentally appropriate practices and developmental theories, the student will develop curriculum (Unit and lesson plans) that will be taught in a practicum setting.

| **Using developmentally appropriate practices and developmental theories, the student will develop curriculum (Unit and lesson plans) that will be taught in a practicum setting.** | Modeling  
Hands-on  
One-on-one assistance |  |

Plan an Integrated Unit with 3 – 6 lesson plans that address preschool curriculum strands such as: oral language, math, literacy and literature, science, cooking, music, movement, sensory play, and social studies. These lesson plans will identify how students will develop physically, socially, cognitively, and/or in language.

| Plan an Integrated Unit with 3 – 6 lesson plans that address preschool curriculum strands such as: oral language, math, literacy and literature, science, cooking, music, movement, sensory play, and social studies. These lesson plans will identify how students will develop physically, socially, cognitively, and/or in language. | Modeling  
Hands-on  
One-on-one assistance | Lesson Plans  
Formal Evaluation  
Mentor Teacher Evaluation  
Peer Evaluation |

Design and implement a dramatic play propbox. Identify the development domains (physical, social, language, and cognitive) that are being developed while playing the dramatic play center.

| Design and implement a dramatic play propbox. Identify the development domains (physical, social, language, and cognitive) that are being developed while playing the dramatic play center. | Modeling  
Hands-on  
One-on-one assistance | Dramatic Play Box |

Students will administer a variety of developmental, behavioral, and readiness assessments to develop a plan that will help preschool children to progress in their development and behavior.

| Students will administer a variety of developmental, behavioral, and readiness assessments to develop a plan that will help preschool children to progress in their development and behavior. | Class discussion  
Demonstration  
One-on-one assistance | Assessment of Students  
Reflection Journal |

Students will reflect on curriculum development, assessment practices, ability to work and plan with others and the development of preschool children during the semester.

| Students will reflect on curriculum development, assessment practices, ability to work and plan with others and the development of preschool children during the semester. | Class discussion  
Demonstration  
One-on-one assistance | Reflections  
Formal Evaluation  
Unit/Lesson Plans  
Peer Evaluation |

Student will demonstrate how they will work with parents of preschool children.

| Student will demonstrate how they will work with parents of preschool children. | Class discussion | Parent newsletter |

Professionalism

| Professionalism | Class discussion  
Demonstration  
One-on-one assistance |  |

- Student attends planning sessions

| - Student attends planning sessions | Class discussion | Formal Evaluation |
on, is on time for practicum, is well prepared for teaching assignments, treats mentor teacher and students with respect.

| Student will prepare a professional portfolio that demonstrates his/her ability to plan and teach effective curriculum, understands how to give assessments to help children in their development, communicate with parents, and work well with others. |
| Class discussion Demonstration One-on-one assistance |
| Mentor Teacher Evaluation Self-evaluation Portfolio |

**I. Assignments:**

To complete this course, you will need to:

- **√ Spend a total 105 hours**
  
  3 credits = 70 hours lab time/approx.5 hours per week (includes all preschool contact time: teaching, interaction with children, preparation, clean up, etc.) This time must be documented in the preschool!

  1 credit = 35 hours (includes all out of preschool time: meeting time with professor, assignment, preparations, class time, etc.)

- **• Chapter 2: Becoming a Professional Teacher – pgs. 24 – 51**
  
  √ Self-evaluation as a teacher
  
  √ Setting goals on how you can become an effective teacher.

- **• Chapter 3: Understanding and Guiding Behavior- pg. 52-83**
  
  √ Practicum Activity (pg. 83 in text).
  
  √ Create two lesson plans using guidance strategies. Lesson plans should be typed on the FCS Lesson Plan template.
  
  √ Teach at least one guidance lesson in practicum

- **• Chapter 4: Observing and Assessing Children – pgs. 94-106**
  
  √ Assessment of Students: Complete two assessments on two preschool children during the semester. You will administer assessments found in your textbook to the same two students twice during the semester.
  
  √ Assessment Reflection: Review the assessments you have completed in your practicum.
    
    a) Write a reflection discussing the advantages and disadvantages of the assessments you selected.
    
    b) Describe how these assessments helpful to you?
    
    c) Identify what information you learned about the child through the assessments.
    
    d) Describe how you will use the information gathered from the assessments to help the child continue in development.
    
    e) Your Assessment Reflection should be 2 – 4 pages long. It should be typewritten. Please include copies of your assessments with your reflection.

- **• Chapter 5: Environments and Schedules – pgs.107 – 128**
  
  √ Develop a daily schedule you will follow when teaching for six days in the preschool.
  
  √ Set a meeting time with Mentor Teacher and discuss your plan/schedule. Make necessary changes.
  
  √ After you have taught, reflect on difficulties or challenges that developed while teaching. Describe what went well. Describe changes that you would make to improve this learning experience. Your reflection should
be 2-4 pages long. It should be typewritten. Please include a copy of your original schedule and your revised schedule.

• Chapter 6: Curriculum – pgs. 129-159
  √ During two weeks of preschool, you will introduce the preschool children to a dramatic play prop box. Place the prop box in a place where the students can play with it during the week. We have some dramatic play prop boxes in the pre-school that you can use or you can create your own. Some of the prop boxes we have are:
    * Baking
    * Construction
    * Medical
    * Musical Instruments
    * Pizza Restaurant
    * Explorer
    * Birthday Party
    * At the Office
    * Sandwich Shoppe
    * Dinosaur Dig
  √ Create and write 6 integrated lesson plans that you will teach in the preschool during this semester. Your lesson plans must be turned into Dr. Buckner or Professor Wright. (Due 1 week before you teach your lessons in the preschool. These lesson plans should be typed on the lesson plan template).

• Chapter 8: Collaborating with Families – pgs. 185-209
  √ Write a parent newsletter that tells parents about the lessons you will be teaching in the preschool. Your newsletter should be turned into your instructor with your lesson plans. (Due 1 week before you teach your lessons in the preschool.)
  √ Design a plan that describes how you would create a “family friendly” preschool, daycare, etc. Your plan should be 1 – 3 pages long typewritten.

• Prepare a portfolio that shows the work you have done in this class. You might include:
  √ Your 6 lesson plans
  √ Reflections
  √ Guidance lessons
  √ Parent Newsletter
  √ Supervisor, mentor, and peer evaluations
  √ A record of the hours you have spent working in the preschool during the semester.

• Additional Requirements:
  √ 2 lessons you teach in the preschool evaluated by your supervisor/Instructor
  √ 1 lesson you teach in the preschool evaluated by your mentor teacher (Teresa Provost)
  √ 1 Peer evaluation of a lesson you teach in the preschool.

Expectations for Assignments:
1. All formal papers are to be typewritten in manuscript format (double spaced) in Microsoft Word. Use size 12 pt font. Preschool lab observations can be handwritten.
2. Writing in this class will be graded for content, punctuation, grammar, spelling, and word usage unless stated otherwise. If there are any parts of this course you need help with, please let the instructor know.
3. Keep a copy of all assignments and tests! This is easy to do with a word processing program, so do it. Also keep all graded work returned until you have seen your final semester grade.
4. Be prepared daily; read your outline and see what we plan to do each day.
5. Assignments will not be accepted after 7 calendar days.

II. Attendance
Attendance is not graded, but daily activities such as observations and other class activities are. Be in class! In-class activities cannot be made up.
III. GRADING: NO EXTRA CREDIT GIVEN!

A = 95%-100%    B+ = 88-90%    C+ = 78-80%    D+ = 68-70%    F= Below 60%

A-= 91%-94 %    B = 84-87%    C = 74-77%    D = 64-67%

B- = 81-83%    C-= 71-73%    D- = 60-63%

As a student at Dixie State University, you have access to several helpful resources:

- Library
- Computer Lab (located at the Smith Computer Center and the Library)
- Disability Resource Center - Provides services and accommodations to students with disabilities.
- IT Student Help Desk - We provide support for the following: Blackboard Vista, Dmail, wireless, software resources for students, and student laptop lease program.
- Online Writing Lab - Many writing classes utilize this site. Among other things, students can use the Online Writing Lab to submit papers electronically to the Writing Center.
- Testing Center
- Tutoring Center - Free and open to all students. Improve your study skills and clarify concepts and class material.
- Writing Center - "Our mission is to help you become a better writer by approaching your assignments as a process of invention, writing, and revision."

See our Campus Map for the location of these and other resources.

Policies and Statements

- Disability Statement:

  If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located at the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516.

- Academic dishonesty / Academic integrity policy
- Reference to "Policy for Absences Related to College Functions"
- Disruptive behavior policy / classroom expectations
- Dmail:

  You are required to frequently check your Dmail account. Important class and university information will be sent to your Dmail account, including DSU bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSU and in your courses. To access your Dmail account, visit go.dixie.edu/dmail. If you do not know your Dmail username or you have forgotten your PIN, visit go.dixie.edu/mydixie and follow the respective instructions.
Please note, if you must withdraw from this class, for any reason, it is your responsibility to do this officially by completing the paperwork at the registrar’s office. This must be done before the drop deadline for complete withdrawal. If you fail to do this, you will still receive a grade in this class, regardless of whether you attend or not.

**Important Dates to Remember**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Aug 24</td>
<td>Classwork Starts</td>
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<tr>
<td>Aug 27</td>
<td>Last Day for Waitlist</td>
</tr>
<tr>
<td>Aug 28</td>
<td>Last Day to Add Without Signature</td>
</tr>
<tr>
<td>Sep 1</td>
<td>$50 Late Registration/Payment Fee</td>
</tr>
<tr>
<td>Sep 2</td>
<td>Drop/Audit Fee Begins ($10 per class)</td>
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<tr>
<td>Sep 2</td>
<td>Residency Application Deadline</td>
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<td>Sep 4</td>
<td>End of 100% Refund Period</td>
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<tr>
<td>Sep 7</td>
<td>Labor Day</td>
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<tr>
<td>Sep 8</td>
<td>Start 50% Refund Period</td>
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<tr>
<td>Sep 14</td>
<td>Pell Grant Census</td>
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<tr>
<td>Sep 14</td>
<td>Last Day for Refund</td>
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<tr>
<td>Sep 14</td>
<td>Last Day to drop without receiving a &quot;W&quot; grade</td>
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<tr>
<td>Sep 18</td>
<td>Last Day to Add/Audit</td>
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<tr>
<td>Oct 1</td>
<td>Associate's degree Graduation Application Deadline - Fall 2015</td>
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<tr>
<td>Oct 14</td>
<td>Mid-Term Grades Due</td>
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<td>Oct 15-16</td>
<td>Fall Break</td>
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<td>Oct 19</td>
<td>Last Day to Drop Individual Class</td>
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<tr>
<td>Oct 26</td>
<td>Spring and Summer 2016 class schedules available online</td>
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<tr>
<td>Nov 2</td>
<td>Bachelor's degree Graduation Application Deadline - Spring 2016</td>
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<tr>
<td>Nov 13</td>
<td>Last Day for Complete Withdrawal</td>
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<tr>
<td>Nov 16</td>
<td>Spring Registration open to Seniors (90+ credits)</td>
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<tr>
<td>Nov 17</td>
<td>Spring Registration open to Juniors (60+ credits)</td>
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<tr>
<td>Nov 18</td>
<td>Spring Registration open to Sophomores (30+ credits)</td>
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<tr>
<td>Nov 19</td>
<td>Spring Registration Open to All Students</td>
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<tr>
<td>Nov 25-27</td>
<td>Thanksgiving Break</td>
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<tr>
<td>Dec 11</td>
<td>Classwork Ends</td>
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<tr>
<td>Dec 14-18</td>
<td>Final Exams</td>
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