ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION
"Preparing students to serve as effective, reflective and caring teachers."

COURSE SYLLABUS
EEC 4941
Prekindergarten/Primary Education Practicum II

This syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.

Course Prefix:	EEC 4941
Section #:	3964
Credit Hours:	Three Credits
Co-requisites:	EEC 4211
Pre-requisites:	Admission to Educational Studies – Preschool Education (Birth to Age 4) BS, and EEC 3204, or Admission to Prekindergarten/Primary Education (age 3 through grade 3) with Infused ESOL and Reading BS, and EEC 3204

Day, Time and Campus:	Online	Enter Time	Off Campus
Modality:	Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment.		
Professor:	Mary Harper, PhD		
Office Hours:	Refer to instructor page	http://www.spcollege.edu/instructors/id/1701	
Office Location:	Clearwater	NM-133	
Office Phone:	727-791-2480		
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ACADEMIC DEPARTMENT: College of Education

Dean:	Kimberly Hartman, Ph.D.	
Office Location & Number:	Tarpon Springs	BB 159

I. COURSE DESCRIPTION

This course will focus on: exploring number concepts, how concepts are developed and acquired, and promoting young children's concept development through problem solving, and assessing the child's developmental level. Science teaching strategies will use concept development, inquiry and curiosity, with an emphasis on exploration and discovery in sensory hands-on experiences, providing first-hand activities for young children at the appropriate stages of cognitive development. Appropriate technology will be utilized to support teaching and learning. Content builds upon generic competencies studied in education and emphasizes the Florida Educator Accomplished Practices (FEAPS) at the pre-professional level. This course will enable the student to demonstrate knowledge of developmentally appropriate curriculum and environment for young children. Field work required will provide first-hand experience implementing course work in a public school setting. This experience will be monitored by a representative from the College of Education. The practicum also includes a series of mandatory professional leadership seminars. Contact hours: a minimum of 4 hours per week for a total of 60 hours per semester.

II. MAJOR LEARNING OUTCOMES

1. The student will formulate instructive activities promoting young children's development of mathematical understandings and their ability to apply mathematical skills in varied context by:

    a. defining and identifying concept development including Piaget's developmental stages of thought.
    b. comparing Piaget's and Vygotsky's theories of mental development.
    c. describing the steps involved in a problem-solving/inquiry focused program.

2. The student will plan for young children's development of scientific knowledge and skills, including their use of scientific thinking, reasoning, and inquiry by:

    a. defining the relative importance of science content, processes, and attitudes in teaching young children.
    b. identifying the major areas of science instruction.
    c. developing lessons using a variety of science process skills such as observing, comparing, measuring, classifying, and predicting.

    d. designing activities for young children that enrich their experience at the pre-operational level and prepare them for the concrete operational level.
    e. constructing evaluation strategies.

3. The student will plan, teach, and assess themed learning activities to meet state goals and/or Common Core State Standards by:

    a. connecting the math and science Common Core State Standards to integrated curriculum.
    b. using dramatic play and thematic units as settings for science investigations, mathematical problem solving, social learning, and language learning.
    c. developing naturalistic, informal, and structured activities that utilize science, math and technology concepts.

4. The student will integrate alternative methods for achieving similar learning outcomes including constructivist methods and critical thinking skills by:

    a. preparing for the three higher levels of classification.
    b. planning and implementing higher-level activities to promote students' attainment of concrete operational stage thinking.
    c. use observational data to plan scaffolding to enable children to reach higher levels of critical thinking and reasoning.

5. The student will explain the uniqueness of individuals, the diverse characteristics of various cultures and "at risk" populations, and will foster appreciation for those differences by:

    a. differentiating how children acquire knowledge.
    b. providing activities including the three types of learning experiences.
    c. integrating technology as an integral part of science and math learning.

6. The student will evaluate and integrate appropriate technology to support teaching and learning by:

    a. compiling a portfolio of developmentally appropriate activities for young children to support the obtainment of math and science concepts.
    b. assessing the impact on student performance.

7. The student intern will participate in self-assessments and classroom evaluations by the supervisor by:

    a. corresponding with the COE supervisor via e-mail with concerns or upcoming scheduled visits.
    b. reflecting on at least one videotaped teaching lesson for self-evaluation and supervisor evaluation.
    c. attending weekly scheduled seminars for additional training and feedback from supervisors.

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

Textbook(s)	Required : • Field Experience for EEC 4211 - No text required
	Recommended: None

Students using **eBooks** must have access to the **eBooks** during class sessions.

B. Supplemental Material

Resources:	
Materials:	
Library:	http://www.spcollege.edu/libraries/

C. Technology

Technology is an essential tool for receiving and developing instruction. Students are expected to reference ANGEL continuously to assure all current content for class has been accessed. Additionally students are expected to be familiar or familiarize themselves with PowerPoint presentation methods. The instructor of this course frequently uses smart boards, ELMOs, power point, digital media, and web based resources to disseminate information and engage preservice learners and students.
All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf)

D. Supplies

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IV. COURSE REQUIREMENTS & EXPECTATIONS

A. School Based Hours Course Requirements

This course requires 60 hours of observation/participation in an appropriate classroom setting as approved by the Office of School Partnerships.

B. ALL Course Assignments

EEC 4941
Documentation of Hours - Contract of Hours - Record of Hours - Dispositions Form
Service Learning Project: Three Unit Plans that Represent B, M, E - Lesson Plan One (observed by Supervisor) - Lesson Plan Two (Videotaped with all Supporting Documentation) o Video (24pts) o Lesson Plan & all four documents uploaded to ANGEL (24pts) - Lesson Plan Three (observed by Supervisor)
SLIP Experience Project #2 – Application of Data Driven Decision Making
Professional Development Plan Phase II
Service Learning Design, Discourse, Documentation Website - Part One - Part Two

- Part Three
- Part Four

UCC Assignments: *Teacher candidates must demonstrate UCC competencies and earn a 'C or above (at least 75%)' on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), and Additional Element] in order to successfully pass the course.*

FEAP Assignment Rubrics: *In addition to a 'C or above', a teacher candidate must also earn a 'minimum' score on the line item of the rubric for assignments aligned to FEAP standards. For example, a 3 (Progressing) or 4 (Target) is required in courses prior to final internship and a 4 (Target) is required for final internship in order to successfully pass the course.*

If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C. In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.

Teacher candidates must upload into Chalk & Wire all FEAP, ESOL, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table below.

*** Assignments labeled with an (*) denote required assignments that must be passed at 75%.**

For courses with lesson planning:
Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean "copy and paste." It means that, if you use someone else's intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment. Anything adapted or used verbatim must be cited with credit given to the author(s). This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work. This applies to all COE lesson plans unless the instructor directly specifies otherwise.

V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI

A. COE SYLLABUS STATEMENTS
https://angel.spcollege.edu/AngelUploads/Files/larrea_miriam/SPC_Syllabus_Common_Statements_Master.htm

B. SPC SYLLABUS STATEMENTS
http://www.spcollege.edu/addendum/index.php

C. STUDENT ANGEL TUTORIALS
http://www.spcollege.edu/TSC/coe/links/Student_Angel_Tutorials.html

Each student must read all topics within this syllabus and the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.

If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.

VI. CALENDAR AND TOPICAL OUTLINE

Week	ASSIGNMENTS
1	
2	
3	
4	
5	☐ Posted Contract of Hours
6	☐ Service Learning Project Design, Discourse, Documentation Website o Part One
7	☐ Lesson Plan One: Observed by Supervisor o Danielson Lesson Plan and scanned Evaluation submitted to dropbox
8	
9	☐ Service Learning Project Design, Discourse, Documentation Website o Part Two
10	☐ Lesson Plan Two: Video taped o Danielson Lesson Plan, Preservice Teacher Evaluation Form, Narrative Observation Form, Teacher Lesson Reflection, And Self Evaluation Paper completed by you and submitted to the Dropbox o Video provided in class
11	
12	Knowledge and Comprehension: Application: ☐ SLIP Experience Project # 2 Analysis, Synthesis, and Evaluation ☐ Service Learning Design, Discourse, Documentation Website o Part Three
13	☐ Professional Development Plan ☐ Lesson Plan Two: Observed by Supervisor o Danielson Lesson Plan and scanned Evaluation submitted to dropbox
14	☐ Record of Hours Form ☐ Service Learning Design, Discourse, Documentation Website o Part Four
15	: ☐ Record of Hours Form ☐ Dispositions Form: From Supervisor, scanned and uploaded by student

VII. UNIFORM CORE CURRICULUM ASSIGNMENTS

Assignment Name	UCC	Specific Indicator
Videotaped mini-lesson with self-reflection and analysis	FEAP	2.f
Video Review	FEAP	3.i
Video Lesson Presentation Reflection	FEAP	3.j

	FSAC	PKP 4.1.6
	FSAC	PKP 4.1.7
	FSAC	PKP 4.1.8
	FSAC	PKP 4.2.1
Service Learning Project: Three Unit Plans that Represent B, M, E	FEAP	3.f
Pre SLIP Activity	FEAP	5.b
SLIP Experience Project #2	OE	1
	FSAC	PKP 4.1.5

FSAC Alignments are currently under revision and will be addressed at the competency level beginning Fall 2013