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

# COURSE SYLLABUS
# EEC 4942
# Preschool Education Practicum II
# Early Childhood Education Preschool (Birth to Age 4)

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

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| **Course Prefix:** | EEC 4942 |
| **Section #:** | 3954 |
| **Credit Hours:** | One Credit |
| **Co-requisites:** | EEC 4212 |
| **Pre-requisites:** | Admission to Educational Studies BS and EEC 3204 |

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| **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 | | |
| **Email Address:** | Harper.mary@spcollege.edu | | |

**ACADEMIC DEPARTMENT: College of Education**

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

## I. COURSE DESCRIPTION

This course is designed to provide field experiences and support related to the early childhood education courses in which the student is concurrently enrolled. The practicum will focus on: exploring number concepts, how concepts are developed and acquired, 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. This course will enable the student to demonstrate knowledge of developmentally appropriate curriculum and environments for young children. Field work required will provide first-hand experience implementing course work in a licensed childhood center. 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 plan for young children's development of scientific knowledge and skills through sensory activities encouraging experimentation, exploration and discovery, leading to cause and effect, reasoning and inquiry by:

   a. defining the relative importance of science content, processes, and attitudes in teaching young children.

b. identifying the developmentally appropriate activities for science related experiences.
c. developing lesson plans using a variety of science process skills such as observing, comparing, measuring, classifying, and predicting.
d. designing activities for young children that enrich their pre-operational level experiences.
e. constructing developmentally appropriate evaluation strategies.

2. The student will plan and provide opportunities that support the physical, social, emotional, and cognitive development of normal and special needs children, demonstrating an understanding of how children develop and learn by:

   a. providing a variety of equipment, activities, and opportunities to promote physical development and play as a part of the curriculum for young children.
   b. encouraging curiosity, exploration, and problem solving through activities and interactions appropriate to the developmental ages and stages of children.
   c. utilizing active communication with children, with support and opportunities for them to understand, acquire, and use verbal and nonverbal means of communicating discoveries and inquiries.
   d. stimulating children to use original ideas and methods to explore the environment, both inside and outside, to discover cause and effect, and to participate in activities involving all the senses.

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 standards to integrated curriculum.
   b. using dramatic play and thematic units as settings for science investigations, mathematical problem solving, social learning, and language utilization.
   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. providing opportunities for children to classify items, noting similarities and differences, deciphering patterns, and predicting future outcomes.
   b. keeping running records on outcomes from each child's preoperational thinking, noting advances in the level of play and experimentation, and explanations given for cause and effect.
   c. using observational data to scaffold activities 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 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. videotaping at least one assignment for self-evaluation and supervisor evaluation.

## III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

### A. Required Textbooks

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|---|---|
| Textbook(s) | Required : No text required |
| | Recommended : |

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

### B. Supplemental Material

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

### C. Technology

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| 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.<br>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 4942 |
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| Documentation of Hours<br>- Contract of Hours<br>- Record of Hours<br>- Dispositions Form |
| Service Learning Project: Three Unit Plans that Represent B, M, E<br>- Lesson Plan One (observed by Supervisor)<br>- Lesson Plan Two (Videotaped with all Supporting Documentation)<br>o Video (24pts)<br>o Lesson Plan & all four documents uploaded to ANGEL (24pts)<br>- Lesson Plan Three (observed by Supervisor) |
| Screening and Assessment Tools – Application of Data Driven Decision Making |
| Professional Development Plan |
| Service Learning Design, Discourse, Documentation Website<br>- Part One<br>- Part Two<br>- 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<br>o Part One |
| 7 | ☐ Lesson Plan One: Observed by Supervisor<br>o Danielson Lesson Plan and scanned Evaluation submitted to dropbox |
| 8 | |
| 9 | ☐ Service Learning Project Design, Discourse, Documentation Website<br>o Part Two |
| 10 | ☐ Lesson Plan Two: Video taped<br>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<br>o Video provided in class |
| 11 | |
| 12 | ☐ SLIP Experience Project # 2<br>☐ Service Learning Design, Discourse, Documentation Website<br>o Part Three |
| 13 | ☐ Professional Development Plan<br>☐ Lesson Plan Two: Observed by Supervisor<br>o Danielson Lesson Plan and scanned Evaluation submitted to dropbox |
| 14 | ☐ Record of Hours Form<br>☐ Service Learning Design, Discourse, Documentation Website<br>o Part Four |
| 15 | ☐ Record of Hours Form<br>☐ Dispositions Form: From Supervisor, scanned and uploaded by student |

## VII. UNIFORM CORE CURRICULUM ASSIGNMENTS

There are no UCC assessment points/assignments in this course.