

ST. PETERSBURG COLLEGE  
COLLEGE OF EDUCATION

*"Preparing students to serve as effective, reflective and caring teachers."*

COURSE SYLLABUS  
EEC 4944

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

<b>Course Prefix:</b>	EEC 4944
<b>Section #:</b>	3803
<b>Credit Hours:</b>	1
<b>Co-requisites:</b>	EEC 4227
<b>Pre-requisites:</b>	EEC 3204 and Admission to: EDST

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

<b>Dean:</b>	Kimberly Hartman, Ph.D.		
<b>Office Location &amp; Number:</b>	Tarpon Springs	BB 101	

**I. COURSE DESCRIPTION**

This course is designed to assist in-service career and technical teachers, on temporary teacher certification, to develop or expand their skill in planning and delivering effective instruction in the career and technical classroom and laboratory. The course focuses on the selection of teaching methods for specific instructional settings including principles of learning, instructional strategies, teacher collaboration, instructional media, classroom management and assessment. Access to the Internet and familiarity with email procedures are necessary.

**II. MAJOR LEARNING OUTCOMES**

1. The student will design ways to establish and maintain a safe, healthy learning environment by:
  - a. creating a safe environment for children that will prevent and reduce injuries.
  - b. creating an environment that helps prevent illness and promotes good health and nutrition.
  - c. using space, relationships, materials, and routines as resources for constructing an interesting, safe, and stimulating environment that encourages play, exploration, and learning.
2. The student will plan for learning opportunities that support the physical, social, emotional, and cognitive development of normal and special needs children by:

- a. incorporating a variety of equipment, activities, and opportunities to promote physical development of 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 thoughts and emotions.
- d. stimulating children to use original ideas and methods to express their creative abilities through the use of creative art activities.
- e. implementing positive guidance strategies for physical and emotional security, promoting pride and independence in the formation of a healthy self-esteem.
- f. demonstrating acceptance and respect for each child, helping him/her learn to communicate and get along with others, encouraging feelings of empathy and mutual respect.

3. The student will design an appropriate schedule and balance of activities to stimulate exploration, interaction, play, and learning by:

- a. creating a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.
- b. exhibiting planning skills and cooperative teamwork in the organization and planning of a thematic unit with appropriate activities to provide successful language and literacy learning experiences.
- c. constructing a balanced schedule to provide for the physical, social, intellectual, and emotional needs of young children, with a variety of choices provided to meet varied stages of development.

4. The student will integrate activities that stimulate language development and language art practices needed for a quality program by:

- a. planning dramatic play and thematic units and activities as settings for language development, child initiated activities, and a print-rich environment.
- b. providing opportunities for parallel play for younger children, cooperative play for older children, with props encouraging interactions and communication.
- c. incorporating music and songs throughout the daily schedule, introducing children to classical music and short songs based on their experiences.
- d. utilizing quality books and stories based on the children's interests and experiences.

5. The student will establish positive and cooperative relationships with families by:

- a. maintaining an open, friendly, and cooperative relationship with each child's family.
- b. planning parent meetings, conferences, and newsletters that can be presented.
- c. researching and respecting family backgrounds, cultures, and customs represented in the assigned classroom.

6. The student will integrate elements of program management into daily planning by:

- a. developing and implementing a thematic unit with individual plans for infants or activities for older preschoolers, providing a variety of choices based on abilities and interests.
- b. evaluating the quality of the program provided by completing the ECERs or ITERs scale for infant or toddler classrooms, assessing strengths and weaknesses.
- c. attending and participating in weekly seminars related to program management.
- d. developing a positive guidance policy that incorporates strategies for teaching social and emotional skills.

7. The student will demonstrate continual professional and personal growth and improvement by:

- a. making decisions based on knowledge of early childhood theories and practices, promoting quality in child care services.
- b. attending and reporting on at least one professional meeting, seminar, or workshop designed for improving skills for the child care professional.

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| 8. The student will evaluate personal professional growth by: <ul style="list-style-type: none"> <li>a. developing detailed lesson plans for activities assigned.</li> <li>b. maintaining a reflective journal, which includes self-assessments for each assigned activity.</li> <li>c. reflecting on a videotaped teaching assignment.</li> </ul> |
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### III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

#### A. Required Textbooks

Textbook(s)	Required : No text required - Field Experience for EEC 4227
	Recommended: No text required - Field Experience for EEC 4227

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

#### B. Supplemental Material

Resources:	
Materials:	
Library:	<a href="http://www.spcollege.edu/libraries/">http://www.spcollege.edu/libraries/</a>

#### C. Technology

Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES 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.

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#### B. ALL Course Assignments

Click here to enter text.
Documentation of Hours <ul style="list-style-type: none"> <li>- Contract of Hours</li> <li>- Record of Hours</li> <li>- Dispositions Form</li> </ul>
Progettazione: Three Unit Plans that Represent B, M, E <ul style="list-style-type: none"> <li>- Lesson Plan One (observed by Supervisor)</li> <li>- Lesson Plan Two (Videotaped with all Supporting Documentation)</li> </ul>

<ul style="list-style-type: none"> <li>○ Video</li> <li>○ Lesson Plan &amp; all documents uploaded</li> <li>- Lesson Plan Three (observed by Supervisor)</li> </ul>
SLIP Experience Project #1
Professional Development Plan
Reggio Design, Discourse, Documentation Website

**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 above.*

**\* 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://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

### **B. SPC SYLLABUS STATEMENTS**

<http://www.spcollege.edu/addendum/index.php>

***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

Click here to enter text.	
Week	ASSIGNMENTS
1	
2	
3	
4	
5	Knowledge and Comprehension: <input type="checkbox"/> Posted Contract of Hours <input type="checkbox"/> PDP Draft
6	<input type="checkbox"/> Reggio Design, Discourse, Documentation Website <ul style="list-style-type: none"> <li>o Part One</li> </ul>
7	<input type="checkbox"/> Lesson Plan One: Observed by Supervisor <ul style="list-style-type: none"> <li>o Danielson Lesson Plan and scanned Evaluation submitted to dropbox</li> </ul>
8	
9	<input type="checkbox"/> Reggio Design, Discourse, Documentation Website <ul style="list-style-type: none"> <li>o Part Two</li> </ul>
10	<input type="checkbox"/> Lesson Plan Two: Video taped <ul style="list-style-type: none"> <li>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</li> <li>o Video provided in class</li> </ul>
11	
12	<input type="checkbox"/> SLIP Experience Project <input type="checkbox"/> Reggio Design, Discourse, Documentation Website <ul style="list-style-type: none"> <li>o Part Three</li> </ul>
13	<input type="checkbox"/> Professional Development Plan <input type="checkbox"/> Lesson Plan Three: Observed by Supervisor <ul style="list-style-type: none"> <li>o Danielson Lesson Plan and scanned Evaluation submitted to dropbox</li> </ul>
14	<input type="checkbox"/> Reggio Design, Discourse, Documentation Website <ul style="list-style-type: none"> <li>o Part Four</li> </ul>
15	<input type="checkbox"/> Record of Hours Form <input type="checkbox"/> Dispositions Form: From Supervisor, scanned and uploaded by student <input type="checkbox"/> PDP Final

## VII. Uniform Core Curriculum Assignments

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