

**MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | STUDENT TEACHING PRACTICUM
 ECED 2694 | COURSE INFORMATION**

COURSE DESCRIPTION

The purpose of the student teaching practicum is to enable the student to apply child development theory in a learning environment and to work with children under close supervision. Guided observation, participation, and supervised student teaching in an approved site is required. Students will manage a classroom, plan, organize, implement, reflect and evaluate classroom experiences. Weekly seminars devoted to issues in Early Childhood Education and the experience of the student teachers will extend the individual’s student teaching experience. Students will complete a minimum of 200 hours of student teaching in an approved setting.

*Recommended PAII ECE courses completed with C or better. **Permission of the Coordinator Required.***

Credit Hours: 6

Course Objectives: To provide students opportunities to develop knowledge, reflection and understanding of:

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	COURSE OBJECTIVE	ALIGNMENT WITH STANDARDS
1	The application of child development theory to all children, including children with disabilities, developmental delays, language and/or cultural differences, learning environments, families and the community.	EI/ECSE Child Development & Early Learning; NAEYC Standard One, Promoting Child Development and Early Learning, 1B; (PS&C, Child Development and Learning in Context, 1c); CKC’s. Promoting Child Development and Early Learning, 1.A.1 and 1.B.3
2	Physically and psychologically safe learning environments that promote all children’s physical, social, emotional, aesthetic and cognitive development and learning including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Supporting Social and Emotional Development; DEC Environments;

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	COURSE OBJECTIVE	ALIGNMENT WITH STANDARDS
3	Collaboration and consultation with other professionals to support all children’s learning and well being including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Collaborating; DEC Teaming and Collaboration; EI/ECSE Collaborating and Teaming; NAEYC Standard Six, 6c; (PS&C, Standard Six, Professionalism as an Early Childhood Educator, 6d)
4	The Cycle of Intentional Teaching: Planning, Implementing, Observing, and Assessing.	OSEP Observing and Collecting Data for Progress Monitoring, and Intervention and Instruction, DEC Assessment A9 and Instruction INS4; EI/ECSE Assessment Processes, Using Responsive, Reciprocal Interactions, Interventions and Instruction and Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Three, Observing, Documenting and Assessing, 3a; Standard Four, Using Developmentally Effective Approaches, all elements and Standard Five, Using Content Knowledge to Build Meaningful Curriculum, all elements; (PS&C , Standard Three, Child Observation, Documentation, and Assessment, 3a; Standard Four, Developmentally, Culturally, and Linguistically. Appropriate Teaching Practices, all competencies and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum all competencies); CKC’s, Observing, Documenting and Assessing, 4.A.3 and Building a Meaningful Planned Program of Learning and Development, 3.A.3.
5	Developmentally, individually, and culturally appropriate learning experiences plans (LEP) within and across disciplines, based on knowledge of individual children (typical and atypical), State standards, domains and content areas taking into consideration the family, the community, and curricular goals and objectives to meet the needs of all children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Intervention and Instruction, Literacy and STEM; DEC Instruction, INS4, and Transitions, TR2; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, Interaction, Intervention, Instruction and Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Three, Observing, Documenting and Assessing, 3a; Standard Four, Using Developmentally Effective Approaches, all elements and Standard Five, Using Content Knowledge to Build Meaningful Curriculum, all elements; (PS&C , Standard Three, Child Observation, Documentation, and Assessment, 3a; Standard Four, Developmentally, Culturally, and Linguistically. Appropriate Teaching Practices, all competencies and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum all competencies); CKC’s, Building a Meaningful Planned Program of Learning and Development, 3.A.3 and Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2.
6	Observation and assessment of children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Observing and Collecting Data for Progress Monitoring and Intervention and Instruction, DEC Assessment, A9; EI/ECSE Assessment Processes, NAEYC Standard Three, Observing, Documenting, and Assessing, all elements; (PS&C, Standard Three, Child Observation, Documentation, and Assessment, all competencies); CKC’s, Observing, Documenting and Assessing, 4.A.1, and 4.A.3.
7	Positive social skills and interaction between and among adults and children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Supporting Social & Emotional Development; DEC Interaction, INT2; EI/ECSE Interaction Intervention, Instruction; NAEYC, Standard Four, Observing, Documenting and Assessing, 4a; (PS&C , Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a); CKC’s, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2.
8	Reflection upon and evaluation of themselves as teachers.	EI/ECSE Professionalism and Ethical Practices; NAEYC Standard Six, Becoming a Professional, 6a, 6b and 6d. (PS&C, Standard Six, Professionalism as an Early Childhood Educator, 6a, 6b and 6e)

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COURSE OBJECTIVE		ALIGNMENT WITH STANDARDS
9	Current ethical and policy issues in early care and education including those issues of working with children with disabilities, developmental delays, language and/or cultural differences.	EI/ECSE Professionalism and Ethical Practices; NAEYC Standard Six, Becoming a Professional, 6b; (PS&C Standard Six, Professionalism as an Early Childhood Educator, 6b); CKC's Promoting Child Development and Early Learning 1.B.3.
10	The importance of the home-school connection including families from diverse backgrounds.	OSEP Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families; DEC Family, F1 and F6 and Transitions TR2; EI/ECSE Partnering with Families 1 and 2 and Professionalism and Ethical Practices; NAEYC Standard Two, Building Family and Community Relationships, 2a and 2B; (PS&C, Standard Two, Family-Teacher Partnerships and Community Connections, 2a and 2b); CKC's, Building Family & Community Relationships 5.A.1 and 5.A.2.
11	Professionalism including reflection, advocacy, and the students' own philosophy of inclusive early education.	NAEYC, Standard Six, Becoming a Professional 6a, 6d. (PS&C, Standard Six, Professionalism as an Early Childhood Educator, 6a, 6b, 6d and 6e)

Student Outcomes: Upon completion of this course, students will be able to:

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STUDENT OUTCOMES		ALIGNMENT WITH STANDARDS
1	Apply child development theories to their work with all children (typically and atypically developing), learning environments, families, and the community.	EI/ECSE Child Development & Early Learning; NAEYC Standard One, Promoting Child Development and Early Learning, 1B; (PS&C, Child Development and Learning in Context, 1c); CKC's. Promoting Child Development and Early Learning, 1.A.1 and 1.B.3
2	Establish and maintain physically and emotionally safe learning environments that promote physical, social, emotional, aesthetic and cognitive development and learning for all children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Supporting Social & Emotional Development; DEC Environments;
3	Collaborate and consult with other professionals to support all children's learning and well-being including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Collaborating; DEC Teaming and Collaboration; EI/ECSE Collaborating and Teaming; NAEYC Standard Six, 6c; (PS&C, Standard Six, Professionalism as an Early Childhood Educator, 6d)

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STUDENT OUTCOMES		ALIGNMENT WITH STANDARDS
4	Incorporate the Cycle of Intentional Teaching into their student teaching practice.	OSEP Observing and Collecting Data for Progress Monitoring and Intervention and Instruction, DEC Assessment, A9 and Instruction INS4; EI/ECSE Assessment Processes, Using Responsive, Reciprocal Interactions, Interventions and Instruction, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Three, Observing, Documenting and Assessing, 3a; Standard Four, Using Developmentally Effective Approaches, all elements and Standard Five, Using Content Knowledge to Build Meaningful Curriculum, all elements; (PS&C , Standard Three, Child Observation, Documentation, and Assessment, 3a; Standard Four, Developmentally, Culturally, and Linguistically. Appropriate Teaching Practices, all competencies and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum all competencies); CKC's, Observing, Documenting and Assessing, 4.A.3 and Building a Meaningful Planned Program of Learning and Development, 3.A.3.
5	Plan and implement developmentally, individually, and culturally appropriate learning experiences plans (LEP) within and across disciplines, based on knowledge of individual children, State standards, domains and content areas taking into consideration the family, the community, and curricular goals and objectives to meet the needs of all children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Intervention and Instruction and Literacy and STEM; DEC Instruction, INS4, and Transitions, TR2; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, Interaction, Intervention, Instruction and Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Three, Observing, Documenting and Assessing, 3a; Standard Four, Using Developmentally Effective Approaches, all elements and Standard Five, Using Content Knowledge to Build Meaningful Curriculum, all elements; (PS&C , Standard Three, Child Observation, Documentation, and Assessment, 3a; Standard Four, Developmentally, Culturally, and Linguistically. Appropriate Teaching Practices, all competencies and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum all competencies); CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3 and Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2.
6	Observe and Assess children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Observing and Collecting Data for Progress Monitoring and Intervention and Instruction, DEC Assessment, A9; EI/ECSE Assessment Processes, NAEYC Standard Three, Observing, Documenting, and Assessing, all elements; (PS&C, Standard Three, Child Observation, Documentation, and Assessment, all competencies); CKC's, Observing, Documenting and Assessing, 4.A.1, and 4.A.3.
7	Teach and facilitate positive social skills and interaction between and among adults and children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Supporting Social & Emotional Development; DEC INT2 Interaction; EI/ECSE Interaction Intervention, Instruction; NAEYC Standard Four, Using Developmentally Effective Approaches, 4a; (PS&C , Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a); CKC 2A2 Using Developmentally effective approaches for facilitating experiences;
8	Reflect upon and evaluate themselves as teachers.	EI/ECSE, Professionalism and Ethical Practices; NAEYC Standard Six, Becoming a Professional, 6a, 6b and 6d; (PS&C, Standard Six, Professionalism as an Early Childhood Educator, 6a, 6b and 6e)
9	Identify and explore the current ethical and policy issues in early care and education including those issues of working with children with disabilities, developmental delays, language and/or cultural differences.	EI/ECSE Professionalism and Ethical Practices; NAEYC Standard Six, Becoming a Professional, 6b; (PS&C Standard Six, Professionalism as an Early Childhood Educator, 6b); CKC's Promoting Child Development and Early Learning 1.B.3.

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STUDENT OUTCOMES		ALIGNMENT WITH STANDARDS
10	Incorporate in lesson planning and other activities the home-school connection including families from diverse backgrounds.	OSEP Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families; DEC Family, F1 and F6 and Transitions TR2; EI/ECSE Partnering with Families 1 and 2 and Professionalism and Ethical Practices; NAEYC Standard Two, Building Family and Community Relationships, 2a and 2B; (PS&C, Standard Two, Family-Teacher Partnerships and Community Connections, 2a and 2b); CKC's, Building Family & Community Relationships 5.A.1 and 5.A.2.
11	Demonstrate professionalism which may include, professional development through research, exhibiting essential dispositions, creating their own philosophy of inclusive early childhood education, updating a resume, participating in advocacy for the profession, employing sound interviewing skills, and/or designing a professional portfolio.	NAEYC, Standard Six, Becoming a Professional 6a, 6d; (PS&C, Standard Six, Professionalism as an Early Childhood Educator, 6a, 6b, 6d and 6e)

Course Content:

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COURSE CONTENT		ALIGNMENT WITH STANDARDS
1	Review child development theory and its application to practice with all children including children with disabilities, developmental delays, language and/or cultural differences.	EI/ECSE Child Development & Early Learning; NAEYC Standard One, Promoting Child Development and Early Learning, 1B; (PS&C, Child Development and Learning in Context, 1c); CKC's. Promoting Child Development and Early Learning, 1.A.1 and 1.B.3
2	Inclusive settings and Universal Design of physically and psychologically safe learning environments.	DEC Environments;
3	Teaming and Collaboration with other professionals to support all children's learning and well-being including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Collaborating; DEC Teaming and Collaboration; EI/ECSE Collaborating and Teaming; NAEYC Standard Six, Becoming a Professional 6c; (PS&C, Standard Six, Professionalism as an Early Childhood Educator, 6d)

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COURSE CONTENT		ALIGNMENT WITH STANDARDS
4	Cycle of Intentional teaching and how it applies to planning, implementing, observing, and assessing.	OSEP Observing and Collecting Data for Progress Monitoring and Intervention and Instruction, DEC Assessment, A9 and Instruction INS4; EI/ECSE Assessment Processes, Using Responsive, Reciprocal Interactions, Interventions and Instruction, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Three, Observing, Documenting and Assessing, 3a; Standard Four, Using Developmentally Effective Approaches, all elements and Standard Five, Using Content Knowledge to Build Meaningful Curriculum, all elements; (PS&C , Standard Three, Child Observation, Documentation, and Assessment, 3a; Standard Four, Developmentally, Culturally, and Linguistically. Appropriate Teaching Practices, all competencies and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum all competencies); CKC's, Observing, Documenting and Assessing, 4.A.3 and Building a Meaningful Planned Program of Learning and Development, 3.A.3.
5	Developmentally Appropriate Learning Experience Plans based on knowledge of individual children, State standards, domains and content areas including, teaching strategies, home-school connection, and accommodations for all children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Intervention and Instruction and Literacy and STEM; DEC Instruction, INS4, and Transitions, TR2; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions and Instruction, Interaction, Intervention, Instruction and Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Three, Observing, Documenting and Assessing, 3a; Standard Four, Using Developmentally Effective Approaches, all elements and Standard Five, Using Content Knowledge to Build Meaningful Curriculum, all elements; (PS&C , Standard Three, Child Observation, Documentation, and Assessment, 3a; Standard Four, Developmentally, Culturally, and Linguistically. Appropriate Teaching Practices, all competencies and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum all competencies); CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3 and Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2.
6	Observation and Assessment including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Observing and Collecting Data for Progress Monitoring and Intervention and Instruction, DEC Assessment, A9; EI/ECSE Assessment Processes, NAEYC Standard Three, Observing, Documenting, and Assessing, all elements; (PS&C, Standard Three, Child Observation, Documentation, and Assessment, all competencies); CKC's, Observing, Documenting and Assessing, 4.A.1, and 4.A.3.
7	Responsive Teaching and the importance of relationships. Including Classroom management, the role of guidance, problem-solving and conflict resolution to support all children including children with disabilities, developmental delays, language and/or cultural differences.	OSEP Supporting Social and Emotional Development; DEC Interaction, INT2; EI/ECSE Interaction Intervention, Instruction; NAEYC Standard Four, Using Developmentally Effective Approaches, 4a; (PS&C , Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a); CKC's, Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2.
8	Self-reflection and evaluation as it relates to one's own teaching philosophy and practice.	NAEYC Standard Six, Becoming a Professional 6a, 6b and 6d; (PS&C, Standard Six, Professionalism as an Early Childhood Educator, 6a, 6b and 6e)
9	NAEYC Code of Ethical Conduct and current policy issues in early childhood education including policy regarding working with children with disabilities, developmental delays, language and/or cultural differences.	EI/ECSE Professionalism and Ethical Practices; NAEYC Standard Six, Becoming a Professional, 6b; (PS&C Standard Six, Professionalism as an Early Childhood Educator, 6b); CKC's Promoting Child Development and Early Learning 1.B.3.

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COURSE CONTENT		ALIGNMENT WITH STANDARDS
10	Home-School Connection including working with diverse families.	OSEP Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families; DEC Family, F1 and F6 and Transitions TR2; EI/ECSE Partnering with Families 1 and 2 and Professionalism and Ethical Practices; NAEYC Standard Two, Building Family and Community Relationships, 2a and 2b; (PS&C, Standard Two, Family-Teacher Partnerships and Community Connections, 2a and 2b); CKC's, Building Family and Community Relationships 5.A.1 and 5.A.2.
11	Becoming a Professional including advocacy, personal philosophy of inclusive education, resume-writing, job-seeking skills, and essential dispositions for teachers.	NAEYC Standard Six, Becoming a Professional, 6a and 6d (PS&C, Standard Six, Professionalism as an Early Childhood Educator, 6a, 6b, 6d and 6e)

STANDARDS

CT State Core Knowledge and Competencies (CKC)

Division of Early Childhood of the Council for Exceptional Children (DEC)

Early Intervention/Early Childhood Special Education (EI/ECSE)

National Association for the Education of Young Children (NAEYC)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (Power to the Profession (P2P) Standards)

KEY EXPERIENCES

1. Students will spend a minimum of 200 hours practicing all aspects of leading a class of young children.
2. Make a presentation to adults.
3. Will observe and/or participate in an actual or a mock parent conference, and a staff meeting at their placement site.
4. Observe and reflect upon a mock or real PPT
5. Plan experiences in a variety of domains including accommodations for children with disabilities, developmental delays, language and/or cultural differences and implement those plans.
6. Observe and assess children including children with disabilities, developmental delays, language and/or cultural differences as part of the Cycle of Intentional Teaching and use those observations and assessments to plan intentionally.
7. Students develop an Advocacy Project: What to advocate for, who to advocate to, and best method to advocate. This includes finding their legislators contact information and reviewing the CT Early Childhood Alliance website and current bills.

8. Review of the NAEYC Code of Ethical Conduct and participate in resolving ethical dilemmas both real and hypothetical.
9. Professionalism (Reflective journal, resume, philosophy of education)
10. Choose, review, and reflect on current early childhood research
11. Review, reflect, and resolve guidance and behavior scenarios both actual and hypothetical.
12. Use a variety of reflection techniques to understand one's self, colleagues, families.

RESOURCES

Articles

- IRIS Center Vanderbilt Peabody College
What can teachers do to make the classroom environment more conducive to children's learning and development?
<https://iris.peabody.vanderbilt.edu/module/env/cresource/q1/p01/>

Websites

- CT Early Childhood Alliance
<http://www.earlychildhoodalliance.com/>
- Connecticut Parent Advocacy Center Connecticut's Resource for Children with Disabilities
<http://cpacinc.org>

Videos

- IEP Meetings (PPT)
<https://www.youtube.com/watch?v=ok0irMNfKmY>
<https://www.youtube.com/watch?v=MWnbHPMq2EA>
- Parent conversations and concerns
<https://www.connectmodules.dec-sped.org/category/module-4-family-professional-partnerships/>

Children's books

- Cleversticks by B. Ashley
- Will I have a Friend? by Miriam Cohen
- Carl Goes to Daycare by Alexandra Day
- Lucy's Picture <https://www.youtube.com/watch?v=RuRhhq5MfMc>
- Oh, The Places You'll Go by Dr. Suess

- Can I Play, Too? <https://www.youtube.com/watch?v=wNi7qa8etEU>
- All Are Welcome Here <https://www.youtube.com/watch?v=blPOSggB07c>
- Marisol McDonald Doesn't Match https://www.youtube.com/watch?v=NwNUqH_rJ_o
- I Wish You More by Amy Crouse

Checklists

- NAEYC Beyond the Journal (2009)
<http://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf>
- Anne Arundel Community College self-assessment of essential dispositions for early childhood educators <https://www.aacc.edu/about/schools-of-study/science-technology-and-education/teacher-education-and-child-care-institute/disposition-survey/>
- Review from 210
CT Early Learning and Development Standards (ELDS)
CT Documentation and Observation Teaching System (DOTS)
- CARA's Kit
https://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Milbourne%20Generic%20handout%20for%20adaptations%20presentations%20correct%20hierarchy_0.pdf (Handout)
FPG Inclusion Institute PDF Presentation
https://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Milbourne_SA%20CARAs%20Kit%20NECTAC%202012.pdf

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DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
Week 1	Review syllabus and expectations including Code of Ethics <i>*Review of the NAEYC Code of Ethical Conduct Ethics and participate in resolving ethical dilemmas both real and hypothetical.</i>	C.O. 9	Resolve conflicts (real and/or hypothetical) using the NAEYC Code of Ethical Conduct.	S.O. 9
2	Review child development theories and practices from previous courses	C.O. 1	<i>*Review past and Create a new personal philosophy of inclusive education with connections to established theories</i>	S.O. 1, 11
3	Discuss the importance of collaboration and consultation with professionals for the benefit of all children including children with disabilities, developmental delays, language and/or cultural differences.	C.O. 3	<i>*Observe or participate in a PPT.</i> IEP Meeting (PPT) https://www.youtube.com/watch?v=ok0irMNfKmY and/or https://www.youtube.com/watch?v=MWnbHPMg2EA	SO 3
4	Discuss the classroom environment including how it addresses children with disabilities, developmental delays, language and cultural differences and what impact can the teacher have on the environment. (Handout) FPG Inclusion Institute PDF Presentation https://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Milbourne_SA%20CARAs%20Kit%20NECTAC%202012.pdf	C.O. 2, 8	Review the physical environment of the classroom in which they are working and reflect on how it was (or was not) established as a physically and emotionally safe learning environment that promotes physical, social, emotional, aesthetic and cognitive development and learning for all children including children with disabilities, developmental delays, language and/or cultural differences. Demonstrate ways to improve or maintain this environment.	S.O. 2, 8
5	The Cycle of Intentional Teaching: Planning, Implementing, Observing, and Assessing.	CO 4	NAEYC Beyond the Journal (2009) http://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf <i>*Use Checklist from Quality Star NY adapted from NAEYC and "Are We Supporting Diversity? A Tool for Reflection and Dialogue" Work/Family Directions, Inc.</i>	S.O. 2, 8

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6	<p>Developmentally Appropriate Learning Experience Plans based on knowledge of individual children, State standards, domains and content areas including, teaching strategies, home-school connection, and accommodations for all children including children with disabilities, developmental delays, language and/or cultural differences.</p> <p>Children’s book: Lucy’s Picture https://www.youtube.com/watch?v=RuRhq5MfMc</p>	CO 1, 5	Develop (and later in the semester, implement) Developmentally Appropriate Learning Experience Plans	SO 1, 4, 5, 10
7	<p>Observation and assessment of children including children with disabilities, developmental delays, language and/or cultural differences</p> <p>CARA’s Kit https://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Milbourne%20Generic%20handout%20for%20adaptations%20presentations%20correct%20hierarchy_0.pdf</p> <p>Children’s Book: Cleversticks by Bernard Ashley</p>	CO 6	<p>* Observe and Assess children including children with disabilities, developmental delays, language and/or cultural differences.</p> <p>CARA’s Kit https://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Milbourne%20Generic%20handout%20for%20adaptations%20presentations%20correct%20hierarchy_0.pdf</p>	S.O. 4, 6
8	<p>Discuss Advocacy for children and families of children including children with developmental disabilities, developmental delays, language and/or cultural differences</p> <p>CT Parent Advocacy Center http://cpacinc.org</p> <p>CT Early Childhood Alliance http://www.earlychildhoodalliance.com/</p>	C.O.11	*Develop an Advocacy Project: What to advocate for, who to advocate to, and best method to advocate. This includes finding their legislators contact information and reviewing the CT Early Childhood Alliance website and current bills.	S.O. 11
9	<p>Discuss responsive teaching and the importance of relationships. Including Classroom management, the role of guidance, problem-solving and conflict resolution to support all children including children with disabilities, developmental delays, language and/or cultural differences.</p> <p>Children’s Book: Will I Have a Friend? By Miriam Cohen</p>	CO 7	*Teaching and facilitating positive social skills and interaction between and among adults and children including people with disabilities, developmental delays, language and/or cultural differences using real or hypothetical scenarios	S.O.7

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10	The importance of the home-school connection including families from diverse backgrounds. Parent conversations and concerns https://www.connectmodules.dec-sped.org/category/module-4-family-professional-partnerships/	CO 10	*Review and reflect on a real or mock parent conference.	S.O. 3, 10
11			*Choose, review, and reflect on current early childhood research	S.O. 1, 11
12				
13	*Present Research findings to a group of adults.		*Update resume including student teaching experiences	S.O. 11
14			Anne Arundel Dispositions Survey https://www.aacc.edu/about/schools-of-study/science-technology-and-education/teacher-education-and-child-care-institute/disposition-survey/ Reflect upon your journal, the results on the dispositions survey and your strengths as a teacher now that you have completed your student teaching practicum.	S.O. 8
15	Reflecting upon and evaluating oneself as a teacher in respect to one's philosophy of inclusive education and practice. Children's Book: Oh the Places You'll Go, by Dr. Seuss	C.O. 8		

*Key Experience.

Over the course of the semester

- While being observed during your teaching practicum by both the cooperating teacher and the supervising college professor, students will demonstrate an understanding and application of child development theories to their work with all children (typically and atypically developing), learning environments, families, and the community. **S.O. 1, 7**
- Students will be asked to keep reflective journals which they will use in various ways throughout the semester. **S.O. 8**