

Master Course Outline and Sample Syllabus

Student Teaching II

ECE 2692

Recommended Prerequisites: All required ECE courses completed with C or better.

Permission of the Coordinator Required.

Credit Hours: 3

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 all children including children with developmental delays, disabilities, language and/or cultural differences, 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 100 hours of student teaching in an approved setting.

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

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.	DEC/EI/ECSE: 1.1 PS&C for ECE: 1a and 1c CKC's: 1.A.1, 1.B.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,	OSEP: Supporting Social and Emotional Development DEC/EI/ECSE: 1.3, 5.2, 6.3, 6.6 and 6.7 PS&C for ECE: 1c, and 4a

developmental delays, language and/or cultural differences.	CKC's: 1.A.2, 1.B.1, 2.A.1 and 2.A.2, 3.B.1 and 3.B.3, 6.A.1, 6.A.3, and 6.A.5
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/EI/ECSE: All of Standard 3. 4.4, 5.1, and 6.2 PS&C for ECE: 3d and 6c and 6d CKC's: 1.B.3, 2.B.3, 4.A.2, 4.A.3, 4.B.2, 5.A.2, 5.C.1, and 7.A.1
4. The Cycle of Intentional Teaching: Planning, Implementing, Observing, and Assessing.	OSEP: Observing and Collecting Data for Progress Monitoring, and Intervention and Instruction DEC/EI/ECSE: 1.3 and 1.4, All of Standard 4, All of Standard 5, All of Standard 6, and 7.2 PS&C for ECE: 1d, All of Standard 3, 4b and 4c, All of Standard 5 and 6e CKC's: All of Domain 3, All of Domain 4, and 6.A.3
5. Developmentally, individually, and culturally appropriate learning experiences plans (LEP) within and across disciplines, 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, Supporting and Social and Emotional Development DEC/EI/ECSE: 1.2, ,1.3 and 1.4, 4.4, All of Standard 5, All of Standard 6, and 7.2 PS&C for ECE: 1d, 3a; All of Standard 4, All of Standard Five and 6e CKC's: 1.B.1, All of Domain 2, All of Domain 3, 4.A.1, 4.A.3, and 5.B.1
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/EI/ECSE: 1.4, 2.3, All of Standard 4, PS&C for ECE: All of Standard 3 CKC's: 2.B.1, All of Domain 4

<p>7. Positive social skills and interaction between and among adults and children including children with disabilities, developmental delays, language and/or cultural differences.</p>	<p>OSEP: Supporting Social & Emotional Development DEC/EI/ECSE: 5.1, and All of Standard 6 PS&C for ECE: 1b, 2a and 2b, 4a and 6c CKC's: 1.A.2, 1.B.3, 2.A.1, 2.A.2., 2.B.1, 2.B.2, 5.A.2</p>
<p>8. Reflection upon and evaluation of themselves as teachers.</p>	<p>DEC/EI/ECSE: 7.2 PS&C for ECE: 6b, 6d and 6e CKC's: 7.A.2, 7.A.3 and 7.B.1</p>
<p>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.</p>	<p>DEC/EI/ECSE: 7.3 and 7.4 PS&C for ECE: 3c, 6b CKC's: 1.B.3., 7.A.3, and 7.A.4</p>
<p>10. The importance of the home-school connection including families from diverse backgrounds.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families; DEC/EI/ECSE: All of Standard 2, 3.3, 4.2,4.3 and 4.4, 5.1, 6.1 and 6.2 PS&C for ECE: 2a and 2b, 3d, and 6c CKC's: 5.A.1 and 5.A.2., 5.B.1.</p>
<p>11. Professionalism including reflection, advocacy, and the students' own philosophy of inclusive early education.</p>	<p>OSEP: Collaborating DEC/EI/ECSE: 7.2, 7.3 and 7.4 PS&C for ECE: 6a, 6b, 6d and 6e CKC's: All of Domain 7</p>

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

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.	DEC/EI/ECSE: 1.1 PS&C for ECE: 1a and 1c CKC's: 1.A.1, 1.B.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 and Emotional Development DEC/EI/ECSE: 1.3, 5.2, 6.3, 6.6 and 6.7 PS&C for ECE: 1c and 4a CKC's: 1.A.2, 1.B.1, 2.A.1 and 2.A.2, 3.B.1, 3.B.3, 6.A.1, 6.A.3, and 6.A.5
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/EI/ECSE: All of Standard 3, 4.4, 5.1, and 6.2 PS&C for ECE: 3d, 6c. and 6d CKC's: 1.B.3, 2.B.3, 4.A.2, 4.A.3, 4.B.2, 5.A.2, 5.C.1, and 7.A.1
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/EI/ECSE: 1.3 and 1.4, All of Standard 4, All of Standard 5, All of Standard 6, and 7.2 PS&C for ECE: 1d, All of Standard 3, 4b and 4c, All of Standard 5, and 6e CKC's: All of Domain 3, All of Domain 4, and 6.A.3
5. Plan and implement developmentally, individually, and culturally appropriate learning experiences plans (LEP) within and across disciplines, State standards, domains and content areas taking into consideration the family, the community, and curricular goals and objectives to	OSEP: Intervention and Instruction, Literacy and STEM, Supporting and Social and Emotional Development DEC/EI/ECSE: 1.2, 1.3 and 1.4, 4.4, All of Standard 5, All of Standard 6, and 7.2 PS&C for ECE: 1d, 3a; All of Standard 4, All of Standard Five and 6e

meet the needs of all children including children with disabilities, developmental delays, language and/or cultural differences.	CKC's: 1.B.1, All of Domain 2, All of Domain 3, 4.A.1, 4.A.3, and 5.B.1
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/EI/ECSE: 1.4, 2.3, All of Standard 4, PS&C for ECE: All of Standard 3 CKC's: 2.B.1, All of Domain 4
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/EI/ECSE: 5.1, and All of Standard 6 PS&C for ECE: 1b, 2a and 2b, 4a and 6c CKC's: 1.A.2, 1.B.3, 2.A.1, 2.A.2, 2.B.1, 2.B.2, 5.A.2
8. Reflect upon and evaluate themselves as teachers.	DEC /EI/ECSE: 7.2 PS&C for ECE: 6b, 6d and 6e CKC's: 7.A.2, 7.A.3 and 7.B.1
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.	DEC/EI/ECSE: 7.3 and 7.4 PS&C for ECE: 3c, 6b CKC's: 1.B.3., 7.A.3, and 7.A.4
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/EI/ECSE: All of Standard 2, 3.3, 4.2,4.3 and 4.4, 5.1, 6.1, and 6.2 PS&C for ECE: 2a and 2b, 3d, and 6c CKC's: 5.A.1, 5.A.2., 5.B.1.

<p>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.</p>	<p>OSEP: Collaborating DEC/EI/ECSE: 7.2, 7.3 and 7.4 PS&C for ECE: 6a, 6b, 6d and 6e CKC's: All of Domain 7</p>
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Course Content: The following topics will be covered:

Course Content:	Alignment with standards
<p>1. Review child development theory and its application to practice with all children including children with disabilities, developmental delays, language and/or cultural differences.</p>	<p>DEC/EI/ECSE: 1.1 PS&C for ECE: 1a and 1c CKC's: 1.A.1, 1.B.1, and 1.B.3</p>
<p>2. Inclusive settings and Universal Design of physically and psychologically safe learning environments.</p>	<p>OSEP: Supporting Social and Emotional Development DEC/EI/ECSE: 1.3, 5.2, 6.3, 6.6 and 6.7 PS&C for ECE: 1c, and 4a CKC's: 1.A.2, 1.B.1, 2.A.1 and 2.A.2, 3.B.1, 3.B.3, 6.A.1, 6.A.3, and 6.A.5</p>
<p>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.</p>	<p>OSEP: Collaborating DEC/EI/ECSE: All of Standard 3. 4.4, 5.1, and 6.2 PS&C for ECE: 3d and 6c and 6d CKC's: 1.B.3, 2.B.3, 4.A.2, 4.A.3, 4.B.2, 5.A.2, 5.C.1, and 7.A.1</p>
<p>4. Cycle of Intentional teaching and how it applies to planning, implementing, observing, and assessing.</p>	<p>OSEP: Observing and Collecting Data for Progress Monitoring, and Intervention and Instruction DEC/EI/ECSE: 1.3 and 1.4, All of Standard 4, All of Standard 5, All of Standard 6, and 7.2 PS&C for ECE: 1d, All of Standard 3, 4b and 4c, All of Standard 5 and 6e</p>

	CKC's: All of Domain 3, All of Domain 4, 3.A.3., and 6.A.3
5. Developmentally Appropriate Learning Experience Plans based on 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, Literacy and STEM, Supporting and Social and Emotional Development DEC/EI/ECSE: 1.2, 1.3 and 1.4, 4.4, All of Standard 5, All of Standard 6, and 7.2 PS&C for ECE: 1d, Standard 3, 3a; All of Standard 4, All of Standard 5 and 6e CKC's: 1.B.1, All of Domain 2, All of Domain 3, 4.A.1, 4.A.3, and 5.B.1
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/EI/ECSE: 1.4, 2.3, All of Standard 4, PS&C for ECE: All of Standard 3 CKC's: 2.B.1, All of Domain 4
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 & Emotional Development DEC/EI/ECSE: 5.1, and All of Standard 6 PS&C for ECE: 1b, 2a and 2b, 4a and 6c CKC's: 1.A.2, 1.B.3, 2.A.1, 2.A.2.2.B.1, 2.B.2, 5.A.2
8. Self-reflection and evaluation as it relates to one's own teaching philosophy and practice.	DEC/EI/ECSE: 7.2 PS&C for ECE: 6b, 6d and 6e CKC's: 7.A.2, 7.A.3 and 7.B.1
9. NAEYC Code of Ethical Conduct and current policy issues in early childhood education including policy regarding	DEC/EI/ECSE: 7.3 and 7.4 PS&C for ECE: 3c, 6b CKC's: 1.B.3., 7.A.3, and 7.A.4

<p>working with children with disabilities, developmental delays, language and/or cultural differences.</p>	
<p>10. Home-School Connection including working with diverse families.</p>	<p>OSEP: Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families; DEC/EI/ECSE: All of Standard 2, 3.3, 4.2, 4.3 and 4.4, 5.1, 6.1 and 6.2 PS&C for ECE: 2a and 2b, 3d, and 6c CKC's: Domain 5, 5.A.1 and 5.A.2., 5.B.1.</p>
<p>11. Becoming a Professional including advocacy, personal philosophy of inclusive education, resume-writing, job-seeking skills, and essential dispositions for teachers.</p>	<p>OSEP: Collaborating DEC/EI/ECSE: Standard 7,7.2, 7.3 and 7.4 PS&C for ECE: 6a, 6b, 6d and 6e CKC's: All of Domain 7</p>

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)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (PS&C for ECE; aka Power to the Profession Standards)

Key Experiences:

- Students will spend a minimum of 200 hours practicing all aspects of leading a class of young children.
- Make a presentation to adults.(CO 11)
- Will observe and/or participate in an actual or a mock parent conference, and a staff meeting at their placement site. (CO 10)
- Observe and reflect upon a mock or real PPT (CO 3)
- Review the physical environment of the classroom in which the student is 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. (CO 2)
- Plan experiences in a variety of domains including accommodations for children with disabilities, developmental delays, language and/or cultural differences and implement those plans.(CO 5)
- 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.(CO 4 and 6)
- Review of the NAEYC Code of Ethical Conduct and participate in resolving ethical dilemmas both real and hypothetical.(CO 9)
- Professionalism (Reflective journal, resume, philosophy of education) (CO 1 and CO 8)
- Choose, review, and reflect on current early childhood research (CO 1)
- Review, reflect, and resolve guidance and behavior scenarios both actual and hypothetical. (CO 7)
- Use a variety of reflection techniques to understand oneself, colleagues, families, and children.(CO 8)
- Review the content of this link: <https://www.naeyc.org/get-involved/advocate> and attend a local educational meeting or family event.(CO 11)

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=MWnbHPMg2EA>

Parent conversations and concerns

<https://www.connectmodules.dec-sp.ed.org/category/module-4-family-professional-partnerships/>

Children's Books

Cleverticks 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=RuRhHg5MfMc>

Oh, The Places You'll Go by Dr. Seuss

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

Checklists:

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

SAMPLE SYLLABUS
ECE E291 – STUDENT TEACHING PRACTICUM 2

Instructor: _____ **Office:** _____
Telephone: _____ **Office Hours:** _____ or by appointment
E-mail: _____

Text: _____

Evaluation and grading:

Assessments and Assignments:

Date	Topic and Learning Experiences	Alignment with Course Objectives	Assignments	Alignment with Student Outcomes
1	Review syllabus and expectations including Code of Ethics * Review of the NAEYC Code of Ethical Conduct Ethics and participate in resolving ethical dilemmas both real and hypothetical.	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 <u>Children's Book:</u> Can I Play, Too? By Willems https://www.youtube.com/watch?v=wNi7qa8etEU	C.O. 1	*Review past and create a new personal philosophy of inclusive education with connections to established theories	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	* Observe or participate in a PPT. IEP Meeting (PPT) https://www.youtube.com/watch?v=ok0irMNFkMY and/or https://www.youtube.com/watch?v=MWnbHPMg2EA	SO 3

<p>4</p>	<p>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.</p> <p>(Handout) IRIS Center Vanderbilt https://iris.peabody.vanderbilt.edu/module/env/cresource/q1/p01/</p>	<p>C.O. 2, 8</p>	<p>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.</p>	<p>S.O. 2, 8</p>
<p>5</p>	<p>The Cycle of Intentional Teaching: Planning, Implementing, Observing, and Assessing.</p>	<p>CO 4</p>	<p>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</p> <p>*Use Checklist from Quality Star NY adapted from NAEYC and “Are We Supporting Diversity? A Tool for Reflection and Dialogue” Work/Family Directions, Inc. http://qualitystarsny.org/resources/FE/FIS/NAEYC_Pathways-to-Cultural-Competence_Checklist_NYS-version.pdf</p>	

<p>6</p>	<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: All Are Welcome Here https://www.youtube.com/watch?v=blPOSggB07c</p>	<p>CO 1, 5</p>	<p>Develop (and later in the semester, implement) Developmentally Appropriate Learning Experience Plans</p>	<p>SO 1, 4, 5, 10</p>
<p>7</p>	<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>CT Documentation and Observation for Teaching System (DOTS) https://www.ct.gov/oec/lib/oec/ct_dot_s_progression_62518_for_website.pdf</p>	<p>CO 6</p>	<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>	<p>S.O. 4, 6</p>

	<p>Children's Book: Cleversticks by Bernard Ashley</p>			
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	<p>* Review the content of this link: https://www.naeyc.org/get-involved/advocate and attend a local educational meeting or family event</p>	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: Marisol McDonald Doesn't Match</p>	CO 7	<p>*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</p>	S.O.7

	https://www.youtube.com/watch?v=NwNUqH_rJ_o			
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				
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	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

******Over the course of the semester:**

- 1) 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**
- 2) Students will be asked to keep reflective journals which they will use in various ways throughout the semester. **S.O. 8**