



FAYETTEVILLE STATE UNIVERSITY
 School of Education
 Department of Elementary Education

1. LOCATOR INFORMATION

Instructor:	Dr. Beverlyn Cain BU 347
	910-672-1537
Course Number and Name:	Educ 314
Semester:	Fall 2009
Credit Hours:	3
Course Location & Meeting Time:	BU 350 T, 5-6:50pm

2. FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

3. COURSE DESCRIPTION

This course is a clinical field experience designed to complement EDUC 350 Introduction to Birth Through Kindergarten Education. The practicum reinforces and enhances concepts introduced in the program. Class meetings and planned, supervised experiences in a preschool setting are included. (*Prerequisite EDUC 350 Introduction to Birth Through Kindergarten, EDUC 307 Infant and Toddler Education or consent of the instructor.*)

4. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

5. TEXTBOOK

Nilsen, B.A.; (2008). *Week by Week: Plans for documenting children's development. (4th edition)* Thomson Delmar Learning

6. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the teacher education program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

5. Student Outcomes

The will develop skills in using effective methods for observing and documenting young children's development and to facilitate the understanding that early childhood "content" includes knowledge of observation and assessment as necessary to understand children's current development and to support emerging skill development and program evaluation. The objectives for the course are taken from the NCDPI Standards and Indicators for B-K Professionals:

- 1.10 Understand the relationship between differing environmental or situational contexts and children's actions.
- 2.1 Be aware of a variety of appropriate assessment tools and procedures and their purposes, including on-going observation, data collection and analysis.
- 2.2 Be knowledgeable of informal and formal assessment procedures and the need for collaboration with families and other professionals.
- 2.4 Understand that appropriate assessment is an embedded (rather than pull-out) process that supports children's development and learning.
- 5.1 Collect and synthesize relevant assessment information that informs practice.
- 5.2 Share assessment information results with appropriate family members and professionals.
- 5.4 Use assessment information, including observation, to plan, implement, and evaluate programs.

6. NCDPI, NCATE OR SPECIALTY AREA STANDARDS

NCDPI/NAEYC Standards	NCATE Standards	Assessment (s)	Conceptual Frame
1. B-K professionals promote child development and learning for ALL young children with and without disabilities, including those at-risk.	Pedagogical Knowledge	Case study of a child	1-7
2. B-K professionals understand assessment processes including their goals, benefits and uses.	Pedagogical Knowledge Professional Knowledge	Activity Plans Rubric	1,2,3
5. B-K professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments.	Pedagogical Knowledge Content Knowledge	Informal and formal assessments of children and/or learning environments	1,2,3
CS5. Teachers are reflective in their practice	Pedagogical Knowledge Dispositions	Journals of reflections during field experiences	1,2,3,6
CS6. Teachers respect and care about students.	Dispositions	Field log	1,3,5
DS1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Content Knowledge Pedagogical Knowledge	Activity Plans to facilitate motor development, intellectual development, language learning, social development and creative expression	1,3,6

6. TECHNOLOGY

Students will be required to use the following technology in this class: word processing, digital cameras, email, Internet, and URLs. Student may desire to use presentation software such as powerpoint and data organizers such as Excel when completing assignments.

7. GENERAL REQUIREMENTS

Attendance at all class sessions, on and off campus, is expected. Failure to attend an off campus session without notification to the facility and the instructor will penalize the student's grade by 3 points for each absence. The course requires 70 hours of work with children in an environment outside the university class time. Two late arrivals to an off campus site will penalize the students' grade by three points. Being present and on time reflect positively on your professional integrity.

Field Book

Logs with signatures and dates
Specific Observations of Preschool Development in the developmental domains
Student participation (What activities did you participate in/)
Reflections of Experiences (daily routines, transitions, caregiver/child
Interactions, arrivals departures, child/adult interactions.

Preschool Portfolio

Create a detailed floor plan of a preschool classroom
List of appropriate learning activities for preschool children (pictures)
Work samples of children's work
Creative work samples
Observe and document teacher child interactions
Observe, using observation methods, a preschool child and assess the child's development in all domains.
Observe and record sociodramatic play among preschool children
Observe and record a child with special needs in one of the domain areas.

8. EVALUATION CRITERIA

Learning Activities (200 each module)= 600
Field Book= 100 (Log for all observation hours should be in your fieldbook).
Portfolio=100

750 to 800 Pts = A

600 to 699 Pts = B

500 to 599 Pts = C

Below 400 Pts = D and you must retake the course if you are a teaching major

Below 300 Pts = F

Writing Guide

Writing: grammar and punctuation= 20 points

Spelling= 20 points

Clarity and Content=20 points

All completed work should be neatly typed.

9. COURSE ACTIVITIES (with Assignment Schedule)

DATE	TOPIC	Assignment Due
Aug 26	Course Overview	
Sept	<p>Students will understand</p> <ul style="list-style-type: none"> Using Time Samples Looking at Cognitive Dev Children and Attention Span Attention span and autism Math and science Using tests Using Rating Scales <p>Looking at Literacy</p> <p>Read chapters 7-9</p> <p>Using Time Samples to Look at Attention Span. Learning Activities, Ch 7, pg 12, 1-3.</p> <p>Using Standardized Measures to Look at Cognitive Development Learning Activities Ch 8, Pg13, 1-3</p> <p>Using Rating Scales to Look at Literacy Learning Activities Ch 9, Pg 15, 1-4</p> <p>Complete Scenario for Recording for ch 7-9</p>	<p>September 30</p> <p>Check field books.</p>

<p>October</p>	<p>Goals: Looking at Creative development Work Samples</p> <p>Read chapters 10-12 Students will understand: Technology and documentation Sociodramatic play standards Creative development in children Using work samples Diversity and child abuse Self concept self esteem</p> <p>Using Work Samples to Look at Creativity Learning Activities, Ch 10, pg 15, 1 and 4</p> <p>Using Technology for Documentation of Sociodramatic Play Learning Activities, Ch 11 pg. 17, 1-4</p> <p>Using Documentation for Child Abuse Suspicions and Looking at Self-Concept Learning Activities, Ch 12, pg 18, 1,2 and 4</p>	
<p>November</p>	<p>Students will understand: Assessment of early childhood programs Children in group settings Child adjustment Communication between home and school Child and adult interactions</p> <p>Read chapters 13-14</p> <p>Using Program Assessments to Look at Children in Groups Learning Activities ch 13, pg 18, 1,2</p> <p>Using the Portfolio to Conference with Families and Looking at Child Adult Interactions Learning Activities, ch 14, pg 20 1-3</p>	

Dec 1	Field Book Due Portfolio Due Power point Presentations In Class of Portfolio	

Learning Activities can be found on the BK website under BK Student Support

Observation Forms can be found on BK website under BK Student Support. Click on Educ 314.

7. Next Component