

ED 102: EDUCATION PRACTICUM

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Office hours: T, 10:30-12:30; F, 12-1, and by appointment

I. Course Description

Students gain experience by working with young children in an educational setting. Students increase their knowledge of child development and learning environments, begin planning and implementing curricula, and develop skills in guidance and discipline. Includes a half day (3 hours) teaching experience.

II. Course Structure

- You will work 6 hours per week in an assigned classroom.
- You will meet for weekly hour-long seminars.
- You will receive ongoing feedback from classroom teachers and me.
- Classroom teachers can arrange to meet with you individually and may occasionally attend seminars.
- I am available to meet with you during office hours and by appointment.
- I will conduct short observations in your classroom settings several times during the term.

III. Course Objectives

Upon successful completion of ED 102, the student will:

- Plan, implement and evaluate developmentally appropriate activities in all four developmental domains.
- Plan activities that meet the specific needs of children in an assigned group, as well as fit into overall program goals.
- Evaluate common behaviors of young children. Utilize problem solving to identify appropriate strategies to support or intercede. Demonstrate at least three positive guidance techniques including, but not limited to: prevention, giving choices, redirection, problem solving, logical consequences, and positive reinforcement.

IV. Required Texts and Materials

Dodge, Colker, and Heroman. (2002). *The Creative Curriculum for Preschool*. (4th Ed.). Washington, DC: Teaching Strategies. (CC)

Course packet purchased at the LBCC Bookstore. (CP)

V. Course Requirements

1. Work a minimum of 60 hours in the assigned classroom. Check in and out of the classroom to verify time. If absent, call the office ahead of time. Arrange with the classroom teacher to make up in-class time within 1 week of absence.

2. Participate in all seminar discussions, bringing completed assignments to class or sending them online by due dates. Purchase book and packet prior to class. Bring appropriate materials to seminar class.
3. Complete written and online assignments on time.
4. Actively participate and interact with children and adults in the classroom.
5. Observe children and use information assembled as a basis for activity planning.
6. Plan, implement and evaluate 4 classroom activities relating to each areas of children's development: physical, social-emotional, cognitive and language. **Each activity plan must be reviewed and approved me and then the classroom teacher prior to implementing the activity with the children. YOU must arrange for this to happen.**
7. Plan, implement and evaluate a half day (3 hours) of activities for the classroom which coordinates with the overall classroom program.
8. Demonstrate computer competency, word processing skills, use of internet searches in online and written assignments.
9. Create a final portfolio page and complete a final self-assessment of progress.
10. Meet with the classroom teacher at midterm and end of term to discuss your work in the classroom.

VI. Expectations and Evaluation

Your grade in this class is based on your performance in the children's classroom, written and online assignments, seminar participation, and your professional conduct as a teaching assistant. Through written/online work and practical application in the classroom, you are expected to attain specific competencies evaluated by your classroom teacher and me.

Classroom work is graded on your timeliness and consistency in attendance, participation as a teaching team member, development of knowledge and abilities to skillfully interact with and guide young children, and depth of reflection and discussion regarding your interactions and experiences in the classroom.

Written and online work is evaluated on submission of all assigned work on time, clarity and quality of written/online material, application of knowledge of child development, classroom observations, use of "Developmentally Appropriate Practice," and your personal reflections. **Assignments submitted late will have 10% of total points deducted for each week they are late unless prior arrangements are made with me. No late work will be accepted after 1pm, Friday, Week 10 of the term.**

VII. Grading

Work in Seminar

Seminar participation (5 pts/wk)	50
Discussion Boards (5 points each)	40
Reflection/Goals Paper	10

Teacher Observation Paper	10
Rationale Paper	5
4 Activities (plan/implement/evaluate)	60
Half day plan	20
Half day self-evaluation	10
Half day teacher evaluation	15
Portfolio page/conference	10
Total	230

Work in Children's Classroom

Work in room (5 pts/wk)	50
Anecdotes (2 pts each)	24
Midterm evaluation	72
Final classroom teacher evaluation	72
Professionalism	12
Total	230

A= 90-100%	414-460 points
B = 80-89%	368-413points
C = 70-79%	322-367 points
D = 60-69%	276-321 points
F = 59% or below	275 points or fewer

In order to pass to the next level of practicum (ED 103) you must have:

- 1. Only 3's and 4's on your Final Evaluation of classroom work**
 - 2. At least 60 hours of work in the children's classroom**
- AND**
- 3. 160 points or above on seminar work.**

Note: Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you believe you may need accommodation services, please contact Center for Accessibility Resources at 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term, in order to receive accommodations.

LBCC maintains a policy of nondiscrimination and equal opportunity in employment and admissions, without regard to race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam era, or veteran status. (See Administrative Rule No. E029 and Board Policy Series No. 6090.)

Week	Topics	Readings Due Today	Assignments Due Today
1 January 5	Course expectations; Competencies; DAP; Professionalism; Planning activities to support physical development	Practicum Handbook CC----Ch. 2	Nametag if needed; 2 gross motor anecdotes; 2 fine motor anecdotes
2 January 12	Planning activities to support social/emotional development; Importance of play; Families	CC----Ch. 5 & 7	Reflection/goals paper; 2 social/emotional anecdotes; Activity #1: Physical/Motor plan
3 January 19	HOLIDAY (meet with classroom teacher)		Implement Activity #1 by 1/23
4 January 26	Planning activities to support cognitive development; Problem solving	CC----Ch. 3	2 cognitive anecdotes; Activity #2: Social/Emotional plan
5 February 2	Planning activities to support language development; Group times	CC----Ch. 10	2 language anecdotes; Implement Activity #2 by 2/6 Activity #3: Cognitive plan; Mid-term evaluation by 2/6
6 February 9	Planning half day; Role of the teacher; Assessment	CC----Ch. 1; Review Ch. 2	2 social/emotional anecdotes; Implement Activity #3 by 2/13; Activity #4: Language plan
7 February 16	HOLIDAY (individual conferences with me)		Implement Activity #4 by 2/20; Teacher Observation
8 February 23	Positive guidance in classroom settings; Course evaluation	CC----Ch.4	Half day plan
9 March 2	Developing your own teaching philosophy		Implement half day of teaching Week 8 or 9
10 March 9	Debriefing on teaching		Final evaluation; Half day evaluations; Portfolio page
11 March 16	Final Conference		

The instructor reserves the right to make changes in the course schedule.

Volunteer Tutoring: The Albany Public School District needs LBCC students to volunteer at three tutoring sites, Waverly Elementary School, Calapooia Middle School and South Albany High School. Contact Kelly at tedesck@linnbenton.edu, go to the LBCC Website and search “Volunteer Tutoring”, or stop by the Student Life and Leadership Office to learn more!