

ED 101: Observation and Guidance
Theme: Building Relationships
Final: Monday, 12/9, 1-2:50pm
CRN # 23197

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I. Course Description

An introductory practicum experience focusing on methods of interacting with young children in classroom or child care settings. Students work with children individually and in small groups.

II. Course Outcomes - Students will be able to:

- Describe young children's development in the physical, cognitive and social/emotional domains using written evaluations.
- Apply appropriate guidance strategies with young children in an early childhood educational setting.
- Employ positive communication techniques with young children in an education setting.

III. Course Structure

- Work 6 hours per week in an assigned classroom.
- Meet for weekly seminars.
- Participate in regular teacher/student meetings for feedback and guidance
- Meet with instructor once during the semester.
- Facilitate learning experiences (including circle time)

IV. Required Text and Materials (Keep text!! We will re-use for ED 102)

Dombro, Amy, Judy Jablon & Charlotte Stetson (2011). *Powerful Interactions*. Washington, D.C: NAEYC. **(PI) ebook access:** bit.ly/powinter

CA Department of Education (2016). [*The Integrated Nature of Learning, Best Practices for Planning Curriculum for Young Children.*](#) Click on title for link to online access.

Course packet purchased at the LBCC Bookstore. **(CP)**

IN ORDER TO PASS THIS COURSE YOU MUST HAVE:

- 1. At least 7's on all the final evaluation competencies.**
- 2. At least 60 hours of work in the children's classroom.**
- 3. Completed the mid-term meeting and submitted non-graded eval.**
- 4. A "C" or above on total coursework.**

V. How to be SUCCESSFUL in this course:

- Be proactive. You are gaining skills needed to be successful in your half-day teaching experience in Winter term and your Full day teaching experience in Spring.
- Be prepared for weekly seminar by completing readings and assignments.
- Track your practicum hours.
- Journal consistently.
- Read and follow Practicum Experience Advice
- Organize. Plan ahead. Review Course outline regularly.

VI. Expectations about your skills and abilities as a student:

- o Attend consistently and on time.
- o Work a minimum of 60 hours in your assigned classroom.
- o Participate as a teaching team member. Help others learn and grow.
- o Meet with your mentor teacher weekly.
- o Be curious about children's behaviors and explorations.
- o Be proactive with teachers regarding your progress and elicit specific feedback.
- o Maintain confidentiality at all times.

VII. Grades will be based on the following required assignments;

Assignments	Total Points
Weekly Questions	160
Snoop & Find	15
Anecdotal Observations (2 per domain): Social-Emotional, Physical, Language, Cognitive	10 each = 40 x 2 = 80
Mentor Teacher Interview	50
Four (4) Learning Experiences – Plan, Implement & Reflect	90 each = 360 (80 plan, 10 reflection)
Mid-term Evaluation & Goals Chart	Required
Final Evaluation	200
Professionalism Points	100
Final Behavior Goals Reflection	35

Assignments are due Sunday night before Monday's seminar.

Late assignments will have a total of 10% deducted for each week unless you use a late coupon. You **have 2 late coupons** that can be used to turn in assignment a week after due date without 10% deduction. You must submit late coupons to the instructor.

Week 1-4 assignments will not be accepted after Week 5.

Week 5-9 assignments will not be accepted after week 10.

Written assignments will be evaluated on the following:

* Detail and description; Clarity; Quality; and Application of educational content to classroom experience (reflective practice)

A	A-	B+	B	B-	C+	C	C-	D+	D	F
94-11	90-93	87-89	84-86	80-83	77-79	74-76	70-70	67-69	60-66	<60
Excellent		Good			Satisfactory			Passing		Fair
What this means: Grades in this range indicate that your work was simply superb. My comments and suggestions relate only to ways you might extend your thinking. Your product shows complete and flexible mastery of course objectives and outcomes.		What this means: Grades in this range indicate that your work is solid. My comments and suggestions identify a few points that you have misunderstood, confused, or omitted. But overall, your product shows appropriate mastery of course objectives and outcomes.			What this means: Grades in this range indicate that your work is acceptable. My comments and suggestions identify many points that you have misunderstood, confused, or omitted. Your product shows that you have made progress toward mastering course objectives and outcomes, but that further work is needed.			What this means: Grades in this range indicate that you have put effort into your work, but the product shows little progress toward mastery of course objectives and outcomes.		What this means: Grades in this range indicate that little effort was put into completion of course assignments. The product shows little progress toward mastery of course objectives and outcome

A = 90-100%
900-1000

B = 80-89%
800-899

C = 70-79%
700-799

D = 60-69%
600-699

F = 59 or less
590 or less

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. You will want to meet with the instructor to determine how accommodations may apply to the practicum site.

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Additional Notes about Assignments

ALL ASSIGNMENTS ARE DUE ON THE SUNDAY NIGHT BEFORE MONDAY'S SEMINAR (unless indicated otherwise).

Weekly Readings

- Read chapter and complete chapter organizer notes. Weekly question will take place first 15 minutes of weekly practicum seminar.
- Be prepared to talk about the reading in seminar.
- Highlight key information so you are prepared to reflect and share on the article's content.

Behavior Goals

- Weekly practicing with children in the classroom during your practicum time. We will be reflecting on these together weekly in seminar.
- See chart for guidance on what to do in the classroom, +/or with your mentor teacher, to complete assignments on-time.

Learning Experiences:

- Can be planned for the large group or small groups. Learning invitations on a table during free play where you facilitate is also considered a learning experience.
- All formal learning experiences need to be evaluated by mentor teacher (or teacher in the classroom). Bring evaluation to following seminar.
- Learning experience will be graded on creativity, innovation, 'hands-on' opportunities for children, and connections to child observations.

Mid-term Evaluation

- Give evaluation AND Strategies handout (behind evaluation) AND worksheet to teacher two weeks before it is due.
- Teacher will return to you and bring to next seminar meeting (or our one-on-one meeting) – whichever comes first.

Final Evaluation:

- ✓ Provide mentor teacher with copy of evaluation AND strategies handout two weeks before it is due. Instructor will pick up from teacher/site.

Extra Credit:

- ! **Not replacement credit.** You are eligible if all other assignments are completed and you have received at least 75 Professionalism Points.
- ! Extra credit points are for attending specific education events at your practicum site.
- ! Must be approved by instructor ahead of time. Mentor teacher or director signs.

VII. Course Outline

PRACTICUM CLASSROOM	Topic	Readings Due Today	Assignments Due
1 Snoop & Find Child Obs.	Course overview; Competencies; Confidentiality	Course Packet Review	* Acquire Journal * Self-assessment
2 MT Teacher Interview	Building Relationships	Welcome & Intro (pp. vi – 10) (PI)	* Anecdotal Observations * Child Characteristics * Handbook Reflection Questions * Snoop & Find
3 Learning Exp 1	Be Present	pp. 13-23 (PI) Intro & Part I: Integrated Nature	* Learning Experience Plan #1 (Art) * Mentor Teacher interview
4 Child Obs.	Connect	pp. 27-34 (PI) Part 2: Integrated Nature	* Learning Experience #1 Reflect & Eval
5 - Mid-term Eval. - Mtg. w/ teacher	Slow Down, Stay in the Moment;	pp. 35-38 (PI) + Video	* Anecdotal Observations
6 - Mtg. w/ Marcia	Keep learning about children	pp. 39-44 (PI) Part 3: Integrated Nature	* Mid-term evaluation & worksheet
7 Learning Exp. 2	Holiday	pp. 45-52 (PI) + Video	* Learning Experience Plan #2 (Science)
8	Show Respect	pp. 52-56 (PI) + Video	* Learning Experience #2 Reflect & Eval.
9 Learning Exp 3	Guide Children's Behavior	pp. 57-62 (PI) Part 4: Integrated Nature	* Learning Exp. Plan #3 (Circle)
10 Learning Exp 4 Final Eval. Mtg.	Keep Trust Going	pp. 63-66 (PI)	* Learning Exp. Plan #4 (Math) * Learning Experience #3 Reflect
11 Final: Monday 12/9 1-2:50	Closing Reflections; Behavior Goals Reflect Final: Mon, 12/9, 1:00		* Learning Experience #4 Reflect * Final Behavior Goals Reflection * Bring practicum log hours

**The instructor reserves the right to make changes in the course schedule
& to change final evaluation grades**

Additional Articles & Videos *(available on Moodle)*

Week Due **What to read and/or watch (in addition to text)**

5	Video: Mindfulness & Neural Integration. Dr. Dan Siegel https://www.youtube.com/watch?v=LiyaSr5aeho
7	Video: Small Group Oral Language Sample for ECE https://www.youtube.com/watch?v=DbdL6U006iU&t=148s
8	Video: Attention Getting Games https://www.teachingchannel.org/videos/attention-getting-strategies