EDEC 342P

The Young Child: Development, Care and Education (3-8 Years) Practicum

I. Descriptive Information

A. Course number and title EDEC 342P: The Young Child: Development, Care and Education (3-8 Years) Practicum

B. Bulletin Description: Practicum in development, assessment, and education of young children with an emphasis on mathematics, science, and social studies.

C. Course Credit: 3 hours

D. Prerequisite: EDEC 340; Co-requisite EDEC 342

E. Intended Audience: Students seeking certification in early childhood education.

F. Instructor: Dr. Margaret Gamble
   Office Location: 145 Wardlaw
   Office Phone: 777-1218
   Home Phone: 791-9127
   migamble@mailbox.sc.edu  (E-mail is checked daily Monday through Thursday. Office hours will be from 1:15-4:15 on Tuesdays.)

II. Statement of Course Goals and Learning Outcomes

A. Goals

1. Involve students with young children (3-8 years), giving them opportunities to apply related theory and research.

2. Involve students with young children (3-8 years) in using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

B. Learning Outcomes:

At the end of the practicum, students will be able to:

1. Assess and document young children's social, emotional, physical, and cognitive development through anecdotal records, work sampling, checklists, clinical interviews, and other appropriate assessment tools.

2. Identify themselves with the early childhood profession and exhibit attributes of a professional educator as leader including appropriate knowledge, skills, and dispositions.

3. Employ an ecological systems approach to knowing and understanding young children's characteristics and needs.
4. Begin to develop competence with developmentally appropriate assessment tools and approaches to observing and documenting young children's development and learning.

5. Observe and document the development and learning of young children through age eight in a group setting.

6. Demonstrate an understanding of the basic concepts in the disciplines of mathematics, science, and social studies as they apply to the development of meaningful curriculum in early childhood education.

7. Analyze professional and state standards in mathematics, science, and social studies in relation to research and knowledge of child development.

8. Use their knowledge of development to contribute to the provision of healthy, respectful, supportive, and challenging learning environments for young children.

9. Use their knowledge and other resources to design, implement, and evaluate meaningful, challenging activities that promote young children's growth and development particularly in relation to mathematics, science, and social studies concepts.

10. Take the recommended universal precautions to protect their personal health and safety and teach children appropriate health and safety practices.

11. Continue to build personal competence using technology for teaching and learning.

12. Demonstrate the characteristics of a professional educator as leader by participating in appropriate professional development and advocacy activities.

13. Be familiar with the ADEPT performance standards.

III. Required Texts and Material

Omnibus Guidelines: Preschool through Third Grade, 4th Edition

EDEC 342P Supplemental Packet from Universal Copies, which is an addendum to the course syllabus.

USC Lanyard for wearing USC ID to practicum site

IV. Academic Course Requirements and Candidate Performances

A. Spend a **minimum** of 60 hours over at least 11 full day visits observing and interacting in setting(s) serving children 3-8 years of age. *NAEYC Standards 1, 4, and 5*

B. Use the observation, documentation and assessment tools to record the activities, growth, and development of a young child particularly in relation to social-emotional-physical development and knowledge and skills in mathematics, science,
and social studies. (Students will select a child in the practicum, and work with the child in the field setting to complete the kidwatching project assigned in EDEC 342.) \textit{NAEYC Standard 3}

C. Support the coaching teacher and other professionals in the school/childcare setting in providing positive and appropriate learning experiences for children. \textit{NAEYC Standards 4a/b}

D. Complete written reflections regarding children's behavior, classroom practices, interactions with parents or other adults, and the role of early childhood professionals in the setting. The reflections will be submitted under the \textit{Assignments} tab on \textit{Blackboard}. Detailed instructions and the rubric by which the reflections will be graded can be found in the supplemental packet. \textit{NAEYC Standards 4a and b, and 5}

E. Compare state standards, curricular materials, the teacher's perspective, and course readings/lectures to develop appropriate lesson plans in mathematics, science, and social studies. \textit{NAEYC Standards 5b and c}

F. Implement and evaluate three developmentally appropriate activities with an emphasis on mathematics, science, and/or social studies. The lesson plan template and the template by which the plans will be evaluated can be found in the supplemental packet. \textit{NAEYC Standard 4}

G. Participate in discussions/group meetings with peers and the Practicum Instructor in ways that reflect professionalism and thoughtful analysis of children, teaching, and learning.

H. Adhere to high standards of professionalism in all respects in both university- and school-based experiences of this course.

V. Administrative Course Requirements

A. University policies concerning attendance will be followed. Attendance and punctuality are critical. Excused absences from practicum may be made up as agreed to by the participating school and practicum instructor. It is the student’s responsibility to arrange for make-up hours.

B. College of Education Policies and Procedures for Clinical Experiences will be followed. Students in violation of these policies may be removed from practicum placements. \url{http://www.sc.edu/supce/archives_docs.asp}

C. Students are responsible for keeping their e-mail address current on Blackboard. Students should check the Announcement section of Blackboard the day before each campus class or site visit for recent announcements related to the practicum. E-mail is an important means of communication between the College of Education and students. It is a student’s responsibility to regularly check e-mail. Although USC e-mail and Blackboard allow a student to forward e-mail to another provider, such as Yahoo or AOL, outside spam filters sometimes do not allow forwarded bulk mail. Therefore, it is not advisable that students forward USC e-mail accounts.
VI. Evaluation and Grading

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<thead>
<tr>
<th>Assignment</th>
<th>Score</th>
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<tbody>
<tr>
<td>Three Campus Seminars*</td>
<td>11</td>
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</tr>
<tr>
<td>Reflection 1</td>
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<td>5%</td>
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<tr>
<td>Reflection 2</td>
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<td>5%</td>
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<tr>
<td>Reflection 3</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Professionalism (Candidate Dispositions)</td>
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<td>50%</td>
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<tr>
<td>Lesson 1 (planning, implementation, self-assessment)</td>
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<td>8%</td>
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<tr>
<td>Lesson 2 (planning, implementation, self-assessment)</td>
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<td>8%</td>
</tr>
<tr>
<td>Lesson 3 (planning, implementation, self-assessment)</td>
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<td>8%</td>
</tr>
<tr>
<td>Total</td>
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<td>100%</td>
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*Students will earn 11% of their course grade in the campus sessions. The points will be determined as follows. 1st Campus Session: Punctuality (1 point), having supplemental packet (2 points) having all other supplies (1 point); 2nd Campus Session: Punctuality (1 point); 3rd Campus Session: Punctuality (1 point), having ADEPT manual, clinical experience manual, and Internship I handbook (3 points***), having word processed thank you letter which follows the template (1 point), completion of the online course evaluation (1 point). The course evaluation is on the College of Education’s website: [http://www.ed.sc.edu/courseeval](http://www.ed.sc.edu/courseeval)

***Students unable to progress because of Praxis I will be given an opportunity to earn points through participation in Praxis preparation workshops/seminars.

Course Grading Scale

93-100=A 89-9=B+ 85-88=B 81-84=C+ 77-80=C 74-76=D+ 70-73=D Below 70=F

If otherwise eligible to progress, early childhood students may earn a C+ or C in EDEC 342P and still progress into EDEC 443. An action plan is required for a grade of C+ or C. Students who earn a C+ or C in both EDEC 342P and EDEC 443 do not meet the dispositions requirement for admission into Internship II.

VII. Major Topics of the Course

- Major theories of child development
  - Maturationist (Gesell; G. S. Hall)
  - Behaviorists (Skinner, Watson)
  - Psychoanalytic (Freud, Erikson)
  - Cognitive-developmental (Piaget)
  - Sociocultural (Vygotsky)
  - Ecological Systems (Bronfenbrenner)
  - Multiple Intelligencies (Gardner)
- Physical, Social, and Emotional Development
- Cognitive Development
• Appropriate Assessment
• Respectful and developmentally appropriate practice
• Interactive experience and expression as central components of learning
• Major concepts of the social and natural sciences as addressed in early childhood curriculum including those from
  • Geography, History, Economics, Culture, and Society
  • Biological, Earth, and Physical Sciences

• Mathematical concepts in early childhood: one-to-one correspondence, number sense and counting, geometry, measurement, time and space, classification and seriation, patterning, operations with whole numbers, fractions
• State and national standards of professional practice

VIII. Modes of instruction

• Practicum
• Directed Observation
• Interview
• Group Discussion
• E-mail

IX. Professional Expectations

A. Always arrive on time or even early and check in at designated point. Your schedule should allow time for travel as well as the actual site visit. You should allow ample time for traffic delays, trains, and accidents. You are to be at your school the entire scheduled time, arriving when your teacher arrives and staying until at least 3:00 p.m. If your students go to art, music, p.e., etc. during your scheduled time, you should use that time for collaborating with the teacher about your lesson plans, or other activities in which you can be involved in the classroom. Communication with the teacher is an essential component of a successful experience.

B. Should an emergency arise, make certain that you contact the school and teacher in advance of your absence. "No Shows" are exhibiting unprofessional behavior and are unacceptable. Be prepared to provide documentation of your emergency (e.g., doctor's excuse). Refer to the attendance policy in Section V-A.

C. You are considered a teacher when you are in the school on a field visit. Teachers are professionals, so wear appropriate clothing - neckties are appropriate for males. Take your cues from the other teachers. Clothing should be neat and clean. Revealing blouses, shirts, skirts, and dresses are inappropriate, as are shorts, flip-flops (including Rainbows®), body piercings (other than one in each ear), visible tattoos, and exposed midriffs and cleavages. Be sensitive about wearing clothing with slogans that might project an unprofessional image. Leave your backpack at home. Also, no baseball caps are to be worn, nor is chewing gum allowed. At all times, you are to wear your USC ID in the USC lanyard that you will purchase at the bookstore.

D. The College of Education provides worker’s compensation coverage for students engaged in field experiences. If you are injured at your practicum site, you should notify your immediate supervisors (coaching teacher and site based instructor) so that there will be a record of the injury. You should then immediately call the Office of Field Experiences in the College of
Education (777-4837) for further information to establish your claim and receive assistance with the injury. It is not wise to delay notification to either the immediate supervisor or the Office of Field Experience, as to do so may seriously delay or jeopardize your claim.

E. Become familiar with the school's philosophy and rules, usually found in a school handbook. Ask questions about how particular problems should be addressed. If there is problem about which you are unsure say, "Let's ask the teacher."

F. Electronic devices (including all personal communication features) are not to be used at your practicum site. You should turn your electronic devices off before you get out of your car at school. They should not be turned back on until you get in your car to leave school. You should provide the school phone number to those who might need to contact you in case of an emergency. When in class on campus, personal communication devices should be in the silent mode.

G. Be enthusiastic. Anticipate what needs to be done. Do not always wait for the teacher to ask you to do something. Volunteer to work with an individual or a group of students.

H. Do not play favorites with students -- attend to their needs, not your own.

I. Take time to listen to students. The younger the child, the more difficulty they may have in finding the words to express what they want to say. When you are talking, keep your voice moderated. Instead of speaking loudly to a student, go to the student and speak in a normal tone.

J. Accept responsibility for finding out what happened at your school site and/or class if you find is necessary to be absent. Absent students should contact a classmate for this information.

K. Students are expected to write at a level which reflects that of a university student. On all assignments, careful attention should be given to spelling, grammar, and punctuation. All assignments should be well organized and clearly presented. The quality of your communication skills, both written and verbal, will be a factor in determining your grade on each assignment.

It is equally important that you have a legible handwriting. Frequently you will write on a dry/erase board, chalkboard, or overhead. As a teacher, your handwriting will be a model for your students.

L. Maintain strict confidentiality. Federal law protects students’ records, as well as information about them. Do not use the real name of a student in any written assignments or class discussions.

M. Dishonesty and/or deceit will not be tolerated and will result in the grade of F in the course, and referral to the USC Office of Judicial Standards for possible expulsion. Dishonesty includes, but is not limited to falsifying time (e.g. signing in at 8:00, when in fact the time was 8:05), submitting work that is not your own creation (this includes lesson plans), lying (whether verbally or in writing), signing attendance for someone other than yourself, misrepresenting facts, or withholding information as an act of deceit. Additionally, acts of dishonesty will be shared with the Office of Student Affairs and can impact a student’s ability to progress in the teacher education program.