

**Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education**

**ECED 3190
Early Childhood Practicum and Seminar: Pre-K–K
ECSE 3390
Early Childhood Inclusive Practicum and Seminar: Pre-K–K
2 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every teacher candidate in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for teacher candidate learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Council of Chief State School Offices, (2013, April). *InTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

INSTRUCTOR

Name:

Office Number:

Email Address:

Office Hours:

Website: <http://www.valdosta.edu/colleges/education/early-childhood-and-special-education/practicum-resources.php>

COURSE DESCRIPTION

Prerequisites: Appropriate 2999 course, and minimum GPA of 2.75. Graded “Satisfactory” or “Unsatisfactory.” Pre-K or K classroom experiences supervised by mentor teachers and university supervisor; debriefing seminars on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of teaching and management strategies. (See syllabus and *Practicum Handbook* for description of practicum requirements.)

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

LiveText Inc. (2004). *College LiveText edu solutions*. La Grange, IL: United Learning Inc.

Practica handbook: Early childhood and special education. Valdosta, GA: Valdosta State University.

COURSE OBJECTIVES (Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).

Teacher candidates will:

1. Observe and reflectively analyze the instruction of early childhood education teachers and the behavior of early childhood students in assigned PK-K classrooms in regard to developmentally appropriate practice. (InTASC S1, S2, S3, S7, S9; EDL1.1, EDL1.2, FL1.1, CPL1.3)
2. Demonstrate skill in implementing plans. (InTASC S1, S2, S3, S4, S5, S6, S7, S8; FL1.1, FL1.2, FL1.3, CPL1.2, CPL1.3)
3. Demonstrate teaching competence with various student compositions – individual, small groups, and whole class. (InTASC S1, S2, S3, S4, S5, S6, S7, S8; FL1.2)
4. Use formal Standard English and express themselves clearly, logically, and precisely in writing and in speaking, and will demonstrate competence in reading and listening. (InTASC S4, S5, S8, S9; EDL1.1, EDL1.2)
5. Demonstrate the professional ethics and dispositions required of teachers. (InTASC S9, S10, EDL 1.1, EDL1.2)
6. Identify differences regarding diverse cultures and communities to ensure knowledge of developing inclusive learning environments. (InTASC S2, S3; DL2.3)
7. Actively participate and engage in professional seminars. (InTASC S9; EDL2.1)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Field Experience Observation and Participation** (CO 1, 2, 3): Teacher candidates will report to their assigned school practicum placement during the weeks scheduled by the department. Teacher candidates are required to attend one (1) full day (8:00-3:00) each week on the day assigned. In addition, teacher candidates will attend one week of full-time practicum (8:00-3:00 every day for one full week) during the assigned week.
2. **Letter of Introduction** (CO 4, 5) Teacher candidates will type a formal letter of introduction (using business letter format) to the parents/guardians. The university supervisor must check the letter before giving it to the mentor teacher for approval to send home to parents/guardians.
3. **University Supervisor Observation: CAPS Early Field Experience** form (CO 2, 3, 4, 5): Teacher candidates will be required to teach lessons that are assigned by university instructors of co-requisite courses and are consistent with the curriculum requirements of the mentor teacher. A university supervisor will observe one (1) full lesson and complete the *Candidate Assessment on Performance Standards (CAPS) Early Field Experience* form, giving evidence and ratings for the indicators. A copy of the *CAPS Early Field Experience* form will be given to the teacher candidate. The original form will be submitted as part of the practicum documentation and will be placed in the teacher candidate's departmental practicum folder. The teacher candidate will submit the typed lesson plan that has been signed/approved by the mentor teacher in LiveText and a printed copy of the lesson plan as part of the practicum documentation.
4. **Self-Assessment of Instruction: CAPS Early Field Experience** form (CO 2, 3, 4, 5): Teacher candidates will videotape the lesson that is observed by the university supervisor and will complete

the *Candidate Assessment on Performance Standards (CAPS) Early Field Experience* form giving ratings and evidence for the indicators. The university supervisor will provide the *CAPSEarly Field Experience* form to the teacher candidate. Teacher candidates will submit the *CAPSEarly Field Experience* form as part of the practicum documentation; it will be placed in the teacher candidate's departmental practicum folder. The teacher candidate will submit the typed lesson plan that has been signed/approved by the mentor teacher as part of the practicum documentation.

5. **Mentor Teacher Observation: *Field Experience Observation Summary*** (CO 2, 3, 4, 5): Teacher candidates will be required to demonstrate professional abilities and skills in the performance of teaching. Examples of the teacher candidate's professional abilities and skills include attendance and punctuality, preparation of lessons and instructional activities, the use of Standard English both in oral and written communication, and classroom management during the course of instruction. The teacher candidate's mentor teacher will conduct one (1) observation and complete a ***Field Experience Observation Summary*** form for the lesson observed. The form will be used as a reference for post-conferencing between the teacher candidate and the mentor. The university supervisor will provide the *Field Experience Observation Summary* form to the teacher candidate to give to the mentor teacher. Teacher candidates will submit the *Field Experience Observation Summary* form completed by the mentor teacher as part of the practicum documentation; it will be placed in the teacher candidate's departmental practicum folder. The teacher candidate will submit the typed lesson plan that has been signed/approved by the mentor teacher as part of the practicum documentation.
6. **Final Evaluation of the Teacher Candidate by the Mentor Teacher** (CO 1, 2, 3, 4, 5, 6): The mentor teacher will complete this form (see *Practicum Handbook*) and will give it to the teacher candidate to submit to the university supervisor. The final evaluation form will be placed in the teacher candidate's departmental practicum folder.
7. **Letter of Appreciation** (CO 4, 5): The teacher candidate will type a letter of appreciation (using business letter format) to the mentor teacher. The letter will include at least three positive experiences of the practicum. Suggested topics follow: innovative management or teaching strategies, parent/school relationship development, collaborative planning with colleagues, child advocacy, and/or professional development. The university supervisor must check the letter prior to giving it to the mentor teacher. The letter will be given to the mentor teacher at the end of the practicum in the school.
8. **Practicum Documentation** (CO 1, 2, 4, 5): The teacher candidates are required to submit all required documents (as assigned) to the university supervisor on the designated date. A checklist of requirements for the documentation is included in the *Practicum Handbook* (on the last page). The noted requirements will be placed in the teacher candidate's departmental practicum folder.
9. **Dispositions and Participation** (CO 5, 7): Teacher candidates are to participate actively in all seminars and have the necessary resources and materials required for each seminar.
 - a. The mentor teacher will complete a *Mentor Teacher Evaluation of Teacher Candidate's Dispositions* form and will give it to the teacher candidate. Teacher candidates will submit the form as part of the practicum documentation; it will be placed in the teacher candidate's departmental practicum folder.
 - b. Teacher candidates will complete a *Teacher Candidate Self-Evaluation of Dispositions* form on LiveText, including the descriptions of the examples that support the numerical ratings, print the completed form, and submit it as part of the practicum documentation; it will be placed in the teacher candidate's departmental practicum folder.

- c. Requirement for instructors and supervisors: The course instructors in the professional semester, including the teacher candidate's university supervisor, will complete a joint University Instructor Evaluation of Teacher Candidate Dispositions form. It will be placed in the teacher candidate's departmental practicum folder and submitted on LiveText.

10. **LiveText Requirements** (CO 2, 3, 4, 5): Teacher candidates will complete all LiveText requirements by the designated due date.

Professional Semester 1 Required Assignments from Co-requisite Courses	
ECSE 3010	a. Understanding Learners: How Knowledge of Students Informs Practice (Context for Learning) b. Assessment Inventory and Link to Lesson Plan c. Lesson Plan: Plan, implement, and assess a lesson appropriate for students in the practicum classroom.
LITR 3110	a. 3 – Partner Co-Written Read Alouds & Activities Mini-Lesson for Practicum
LITR 3120	a. Literacy Instruction Discussion Facilitation b. Lesson Implementation: <i>Developmentally and Age Appropriate Literacy Instruction</i>

COURSE EVALUATION

Satisfactory completion of **all** assigned activities will be required in order to receive a grade of Satisfactory (S). Failure to fulfill days in the practicum classroom or participation requirements in a satisfactory manner will result in an Unsatisfactory (U) grade. Unprofessionalism and/or not adhering to the *Georgia Code of Ethics for Educators* may also result in a grade of Unsatisfactory (U).

Important Note: *The minimum GPA of 2.75 must be maintained to continue in professional education coursework.*

ATTENDANCE POLICY

Field Experience

Teacher candidates are expected to report to their practicum school on their scheduled day including the full week of practicum and must be in the school each day for the hours scheduled. **Any days missed must be made up.** Days to be made up must be prearranged with the mentor teacher and university supervisor. Teacher candidates who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting. Teacher candidates will document their days and time by signing in and out at the school's office each day. They will also document attendance on a time sheet (*Practicum Handbook*) in the mentor's classroom that will be verified and signed by the mentor teacher and submitted to the university supervisor at the conclusion of the field experience. If absences are necessary due to emergencies or illness, the school mentor must be notified at the earliest possible time via the telephone. An e-mail or text message should not be used for this purpose, unless specifically requested to do so by the mentor teacher. If you cannot reach your mentor teacher via telephone, call your school's main office as early as possible in the morning. For example, if you are ill in the evening, you should call the mentor then, so that he/she will be prepared for your absence. Make sure that you have recorded your mentor teacher's home telephone number and the school's telephone number and have these with you at all times. **You must also notify your VSU supervisor and practicum instructor if you have to be absent from school; it is acceptable to use e-mail for this purpose.**

Teacher candidates are to schedule appointments or other business so as not to interfere with regularly scheduled practicum hours.

Practicum Seminars

The practicum seminars will follow the accepted VSU policy for attendance. "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination....A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (Valdosta State University Undergraduate Catalog)

PROFESSIONALISM

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators, which can be found on the following URL <http://www.gapsc.com/Ethics/NEthics.asp>. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan process.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Practicum Remediation/Intervention

Teacher candidates who need some type of remediation or intervention during their practicum experience will possibly need to be placed on a Professional Improvement Plan (PIP.) The PIP process initially begins with an Instructional Advisement form which facilitates discussion and provides documentation of issues that may occur during time spent in the field. If a teacher candidate is placed on a Professional Improvement Plan and does not satisfactorily complete the PIP, the teacher candidate may fail the associated course or be removed from the program.

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. The PIP targets field and clinical experiences. This process is not intended for issues that are addressed in academic course syllabi or any other university policies (e.g., [Academic Honesty Policies and Procedures](#) or [Student Code of Conduct](#)). The Instructional Advisement form may be used as a tool to facilitate discussion of and document any classroom or field experience issues. Please refer to the following website link for a further description of the PIP process.

<http://www.valdosta.edu/colleges/education/deans-office/resources-for-faculty-and-staff.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any teacher candidate or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans

Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Teacher candidates with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all teacher candidates will be expected to complete an online Teacher candidate Opinion of Instruction survey (SOI) that will be available on BANNER. Teacher candidates will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which teacher candidates have or have not completed their SOIs, and teacher candidate compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

SUPPORT

As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. VSU services are available and treatment does work. You can learn more about confidential mental health services available on campus at: <http://www.valdosta.edu/student/student-services/counseling-center/>. 24 hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

Practicum Seminar Topics		
Professional Semester 1	Professional Semester 2	Professional Semester 3
Syllabus and Practicum Handbook / Practicum Application Process	Syllabus and Practicum Handbook	Syllabus and Practicum Handbook
Group Advising	Group Advising / Graduation Application	Group Advising
Ethics	Ethics/Reference Forms/Case Studies	Teaching Certification
CAPS (first 5 standards)	CAPS Review	CAPS Instruction for all Ten Standards
Dispositions	Collaboration in the School Setting	Career Launch/Induction
Reflection Requirements	Parent Conference and Communication	Beginning Teacher - "Getting Off to a Good Start"
EdTPA Alignment and Academic Language	EdTPA alignment	EdTPA Alignment
Children in Poverty	Poverty (focus on migrant and homeless)	Working with Poverty/Diverse Culture
		Classroom Management