

Saddleback College
CD 121 – Practicum: The Student Teaching Experience
Spring 2012

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Office Hours: Tuesdays 1-4 and 6-7 and by appointment
Ticket Number: 16980
Prerequisite: CD 110
Recommended preps: CD 113, 114, 115

Proof of Negative TB test within one year

TB tests can be done at the student health center or proof can be taken there. A clearance slip will be issued for you to give to your instructor and placement site.

Class meets: Tuesdays 7:00-9:50 p.m. in BGS 135.

Student teaching is an exciting opportunity to develop relationships with a knowledgeable mentor teacher, who will support your professional growth and with a group of children who will welcome you and look forward to playing and working with you. This class will provide an opportunity to develop classroom teaching skills and to meet weekly with your mentor, your instructor and your classmates to reflect on your learning experience.

Course Description: Student teachers will utilize 90 hours of lab classroom experience to demonstrate developmentally appropriate teaching competencies and make connections between theory and practice under supervision. Professional behaviors, relationships with children and families, play-based approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as students design, implement and evaluate experiences that promote positive development and learning in diverse settings (formerly CDES 121). DS3

Student Learning Outcomes:

- **Students who complete this class will be able to** integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- **Students who complete this class will be able to** evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- **Students who complete this class will be able to** design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
- **Students who complete this class will be able to** apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

- **Students who complete this class will be able to** critically assess one's own teaching experiences to guide and inform practice.

Course Policies:

- **Attendance** and participation is expected at each class meeting as well as each week in the student teaching placement. Students are expected to contact the instructor if unable to attend lecture. Important information is given out each week in lecture. If absent, it is the student's responsibility to obtain notes, handouts, assignment and other materials missed from another student. When you are absent from your placement, you must call your mentor teacher to inform him/her.
- **College classroom Environment:**
 - Respect: Students are expected to show respect of the instructor and classmates by arriving on time and participating in class activities. Please remember to turn off all cell phones.
 - Collaboration: Collaboration is an important component of a respectful work environment. There will be many opportunities to work collaboratively with classroom colleagues. All participants are encouraged to remain open to something new that might emerge as an activity progresses.
- The student is required to read the assigned material **prior to the class meeting** for which it is assigned.
- **Written Assignments:** All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. Grammar and spelling should be correct and do influence the points given on assignments. **It is strongly recommended that students have someone else proof read assignments prior to turning them in.** All assignments must be typed.
- **Note: late assignments will be accepted for half credit up to a week after their due date.** Students must retain copies of assignments until after grades post at the end of the semester. If a recording error should take place, the student must show the instructor the returned assignment with points posted for credit.
- **Confidentiality:** In this class, we will be discussing various observations of real people. In accordance with Principle 2.9 in the *Code of Ethical Conduct* (NAEYC, 1998), all efforts should be made to protect the privacy of children, parents, students, and staff. We will identify children by using their first name only.
- **Academic dishonesty and cheating:** There is a zero tolerance policy for academic dishonesty and cheating in this classroom. **All assignments must be original work by the student done for this class only.** Students will be given a zero on any project/assignment/test which violates this policy and an Academic Dishonesty Report will be filed with the college.

Texts needed:

Learning Together with Young Children by Margie Carter and Deb Curtis, Redleaf Press. ISBN 978-1-929610-97-6

Are You Listening? By Lisa Burman, Redleaf Press. ISBN 978-1-933653-46-4

Note: bring your text to class each week!

There is a \$5 charge to purchase a CD to record your classroom practice. This is paid to the instructor.

Students will be required to take pictures during the field experience. If you do not own a camera, please make arrangements to borrow one or purchase a digital camera for use in this class. If your cell phone has a camera which can transfer photos to a computer, you may use that as well.

COURSE REQUIREMENTS:

Student Teaching Hours:

Your mentor teacher will share the philosophy of the program and information about the children in the class. You are joining a classroom where the teachers and children have developed relationships already. Think of your first weeks as an opportunity to lay a foundation of respect and trust. Each week you will have responsibilities, and, as you develop and plan, keep your focus on the importance of developing relationship and getting to know your mentor teacher and the children in the class.

90 hours of student teaching/fieldwork are required.

30 minutes per week will be used as conference time by the student with the mentor teacher (away from time with children).

Actual time worked will be recorded each week on the Student Time Record. You may also count any time spent attending staff meetings, parent teacher conferences or special trainings – **but only if you are invited to attend by your mentor teacher.**

Observation/Reflection Journal

After you have read the materials on each topic and we have interacted around the information in class, you will have an observation/reflection exercise to do in your placement the following week. These exercises will be due at the next class session. Information for each exercise will be given in class each week.

Each week, you will also complete an interaction/responsibilities sheet which will detail your increasing responsibilities in the classroom. As part of this weekly assignment, you will write a 2-3 paragraph journal about what you learned in the classroom that week.

Classroom Activities

Each student will plan and implement activities in the classroom. Specific formats and content areas will be discussed in class. The content of each activity will be discussed with and approved by your mentor teacher. As you present your ideas, you need to participate in an active discussion in which you articulate the reasons for wanting to do an activity in a certain way, resulting in a mutually agreed upon decision. The Supervising/Mentor teacher will assign a time and date for the activity within the weekly lesson plan in that particular classroom. No more than 2 activities a week may be presented (except for your “Day in Charge”).

There are 3 components to each activity:

- **Activity Plans** - Begin by discussing your ideas with your mentor teacher, then revise per your discussion. Completed activity plans must be turned in to the

- Supervising/Mentor teacher one week in advance of implementing the activity. After the activity has been completed you will complete the self evaluation and discuss it with the Supervising/Mentor teacher.
- **Self-Evaluations** -Must include anecdotal information and interpretations for yours and the children's behaviors and an analysis of how the activity did or did not demonstrate the planned objectives as well as what you learned about individual children that you will apply to upcoming activities. You must complete this before meeting with your mentor/supervisor to evaluate your activity.
 - **Supervisor/Mentor Evaluation of Activities** -Once you complete your activity, your supervisor/mentor will meet with you and give you feedback via the Activity Feedback form. Attach a copy of your mentor evaluation to your activity plan and self evaluation and turn into instructor for your grade on the activity.

Note: Activities will not be accepted for a grade unless they are turned in with all the components described above

Child Portfolio

Once you get to know the children in the classroom, you must choose one child to study in-depth for the Child Portfolio. The report will be completed based on the format and instructions given to you in class.

Professional Portfolio

You will compile a personal Professional Portfolio which will include documentation of your education and your professional experience. Details and format will be given in class.

Documentation panel

You will complete a documentation panel which highlights some aspect of learning in your classroom. Instructions will be given in class.

Day in Charge

During the last half of the semester, you will have two "days in charge". This will be your opportunity to plan, present and self evaluate an entire session in your classroom. You will be responsible to plan ALL of the activities for the period of time you are assigned to the classroom. Complete details and grading rubric for your assignment will be given to you in class.

Video Analysis (final exam)

On your last day of class, you will present a two minute video clip of a particularly meaningful experience you had in your placement. The instructor will be videotaping you during your second observation. Detailed instructions on this presentation will be given in class.

Mid-term and final evaluation

At the mid-point of the class and again at the end, you will do a self evaluation of your progress in the class. Your mentor will also complete an evaluation at each of these times. These evaluations will document growth in your professional competencies this semester.

Grading:

Philosophy of teaching	20
Week 2 discussion board	20
Activities (3 @ 30 points each)	90
Observation/Reflection Journals 13@ 20 points each	260
Child Portfolio	60
Professional Portfolio	30
Documentation panel	40
Day in Charge (2 @ 50 points each)	100
Mid-term evaluation	30
Final Evaluation	30
Video Analysis (final exam)	50
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Total	730

A (90-100%) = 657-730

B (80-89%) = 584-656

C (70-79%) = 511-583

D (60-69%) = 438-510

F = 437 and below

Note: If you have a specific learning disability and require accommodations, please let me know at the first class meeting so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Saddleback College Special Services Office in the Student Services Center, Room 113. Many services are available to you as a Saddleback College student, including testing. All Discussions will remain confidential.