



**KENNEBEC VALLEY COMMUNITY COLLEGE
FAIRFIELD, MAINE**

**Social Sciences Department
Approval Date: TBA
Semester: Spring 2016**

COURSE NUMBER: ECE 155-OLA **CREDIT HOURS:** 3
COURSE TITLE: Practicum I **CLOCK HOURS:** 90 hours on site

PREREQUISITES: ECE 131 and ECE 135
CO-REQUISITES: None

INSTRUCTOR	VOICE MAIL	OFFICE AND HOURS	E-MAIL ADDRESS
Jessica Powell	207-314-5846	By appointment	Jpowell2@kvcc.me.edu

TEXTS:

Dombro, A.L. & Jablon, J. & Stetson, C. (2001). *Powerful Interactions How to connect with children to extend their learning*. Washington, DC: National Association for the Education of Young Children.

Copple, C. & Bredekamp, S. (2009). *Developmentally Appropriate Practice in Early Childhood Programs. Serving Children from Birth through 8*. Washington, DC: National Association for the Education of Young Children.

OTHER MATERIALS:

Various articles – provided within the lessons

COURSE DESCRIPTION:

This field placement presents opportunities to apply various important skills in an early childhood education setting in which young children are served. Students will create goals and a philosophy to aid in their journey in becoming an early childhood educator. Students will observe children to inform lesson planning and implementation as well as develop an understanding of presence and connections as it relates to intentionality. Students will participate in a seminar or online discussions to reflect on their observations, theory in practice, and questions they generate from their field placement experiences. Students must pass SBI and DHHS background checks to participate in this course.

LEARNING OUTCOMES:

Upon successful completion of this course, the student should be able to:

1. Develop goals to create purposeful growth in early care and education
2. Strategize and implement effective introduction techniques for families
3. Use reflective journaling as a technique to improve practice
4. Use observation to inform lesson planning and implementation
5. Demonstrate intentionality when interacting with children
6. Compare and explain how early education sites are similar yet different
7. Develop a personal philosophy about early care and education
8. Demonstrate proficiency in interpersonal communication*
9. Demonstrate proficiency in critical thinking*

**Essential Learning Outcomes demonstrate skills and knowledge related to general education learning outcomes as defined by the college. Specific rubrics within the course are used to assess these outcomes.*

COURSE CONTENT:

Lesson 1	What is my role?	Lesson 8	Circle time observation and lesson plan
Lesson 2	Goal setting	Lesson 9	Goal reflections
Lesson 3	Reflective journals	Lesson 10	Meal time observation and lesson plan
Lesson 4	Code of Ethical Conduct	Lesson 11	Site Comparison
Lesson 5	The power of observation	Lesson 12	Child observation and lesson plan
Lesson 6	Free play observation and lesson plan	Lesson 13	Philosophy outline
Lesson 7	Intentionality	Lesson 14	Goal wrap up and practicum reflection

COURSE ACTIVITIES:

A more detailed description of assignments is posted in each individual lesson. Discussions are a large part of this class and are in almost every Lesson. I expect high participation in each one.

- 1. Completion of 90 hours in a field placement site in an early childhood classroom**
- 2. Mid-term and final evaluations from the instructor and supervising teacher**
- 3. Two observations completed by the instructor (via video for the online course)**
- 4. Other Activities include:**
 - Reflective Discussions –
 - Discussions are very important in this class. I require a high participation level which may include examples, reflection, processing, and more.
 - Reflective journals –
 - Journaling is an extremely helpful tool in processing experiences. These are also very important and require a high level of thinking.
 - Goal setting and reflection –
 - Goals will be set at the beginning of the course and reviewed half way through. These are meant to be intentional, measurable and completed by the end of the course.
 - Observing and lesson planning –
 - You will use three observation techniques to inform practice, create a lesson plan and implement.
 - Site Comparison-
 - You will visit another site and compare practices, curriculum standards and more.
 - Philosophy outline –
 - From this fantastic journey, you will outline your very own beliefs and values.

Special Assignments

The following assignments are those that have been incorporated into this class to not only teach you course content, but to also enable you to demonstrate learning associated with the KVCC General Education Outcomes.

- Interpersonal Communication – You will create a letter to families as well as strategize and implement effective introduction techniques.
- Critical Thinking – You will explain the importance of reflective journaling and how it will be useful for you in this course.

GRADING:

5%	Letter to families
20%	Reflective Journals
20%	Observations and Lessons Plans
5%	Site Comparison
10%	Goals and Practicum Reflection Paper
5%	Philosophy Outline
10%	Online Graded Discussions
20%	Midterm and Final Evaluations by Supervising Teacher and Instructor
5%	Other written assignments

GRADING SCALE:

Letter Grades---Based on a final grade scale of 0-100, the following letter grades will be assigned:

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
Below 73	F

Please note that I will not be giving grades below a C. The rationale to this is that students who do not master more than 72% of the material in this class are not prepared to meet the expectations of future classes or programs that require this course. It simply means that you have not learned enough material to really say that you have “passed” the class.

COURSE POLICIES:**Attendance Policy**

The field placement and seminar are designed to be highly participatory. Attendance is mandatory for both the site work and the seminar/online discussions.

Supervising teachers will maintain attendance records. In the event of an illness or emergency, the student must contact their supervising teacher, in the agreed-upon manner, at least one day before scheduled to arrive. The student must arrange a time to make up the missed time.

Students are required to spend at least 90 hours at the field placement site. Students who fail to spend the required time at the site will receive a grade of Incomplete for the course until the required time is completed. These hours are to be spent with children, families and site staff. Up to 10 hours of the time may be spent as non-contact time. This could include preparation of environment or materials, research, or other activities requested by the cooperating teacher.

Students must attend at least 12 hours of seminar to be eligible for a passing grade.

Online Discussions

Online discussions form the backbone of an online class. It is very important for you to participate actively and fully in these discussions. These discussions will be graded and will be available for a specified amount of time (Monday morning until Sunday night on a given week in the course). You are required to participate in these

discussions following the instructions that will be provided to you in the online Lessons.

Grading of the online discussions will be done in accordance to this grading rubric:

Name		Online Discussion Rubric		
Description		This rubric can be used to standardize the grading of online discussions.		
Rubric Detail				
Criteria	Levels of Achievement			
	Non Performance	Needs Improvement	Meets Expectations	
Main Post	0 Points No participation or main post does not address the prompt in the instructions	20 Points Main post is present but does not go into sufficient depth, is missing particular components, or simply repeats what others have already posted...when applicable, claims are not substantiated with a reference.	40 Points Main post adds substance to the discussion and meets all the requirements of the prompt in the instructions...when applicable, claims are substantiated with a reference.	
Reply Post 1	0 Points No participation or response post does not contribute to the discussion	10 Points Reply post is present but meets the criteria only in a superficial manner.	20 Points Response post is relevant to the discussion thread, introduces new information, asks a question, and/or provides unique insight into the conversation.	
Reply Post 2	0 Points No participation or response post does not contribute to the discussion	10 Points Reply post is present but meets the criteria only in a superficial manner.	20 Points Response post is relevant to the discussion thread, introduces new information, asks a question, and/or provides unique insight into the conversation.	
Mechanics	0 Points No participation or post is written with unacceptable spelling, grammar, and/or syntax errors	10 Points Errors in mechanics are minor, but are somewhat distracting from the message.	20 Points No substantial errors in spelling, grammar, and/or syntax, or APA Citations.	

You are, of course, encouraged to post many times through the week. You are also encouraged to post EARLY in the week so that you can benefit from others' responses to your post and so that others may benefit from your responses).

Please review the online document titled "Course Expectations and Policies"

MAKE-UP WORK:

- In-class work may not be made-up.
- Students are required to contact the instructor prior to missing exams, quizzes or assignment due dates to arrange a make-up time or they will receive a grade of 0.
- Only in the case there is an extreme extenuating circumstance, will I consider accepting work past its due date.

STUDENTS WITH DISABILITIES (2014)

In accordance with state and federal law, this College is committed to assisting qualified students with disabilities achieve their educational goals.

If you are in need of an accommodation in this course:

- Students must contact the Dean of Students, Enrollment Services Center, Frye Building, 453-5019, knormandin@kvcc.me.edu
- Students must provide current, appropriate documentation of their disability.
- Students must make a timely request for accommodation to the Dean of Students.
- Accommodations will not be provided until the faculty member receives a letter requesting accommodations. This letter is created with the Dean of Students and is supported by the documentation of said disability.
- Requests for accommodation must be renewed each semester for each course.

This document is available in enlarged print and on audio tape. Please contact the Dean of Students at 453-5019 or

knormandin@kvcc.me.edu

NOTICE OF NON-DISCRIMINATION (2014):

Kennebec Valley Community College does not discriminate on the basis of disability in the admission to, access to, or operation of its programs, services or activities. Students requesting classroom accommodation should be forwarded to the Dean of Students, Enrollment Service Center, Frye Building, phone: 453-5019 or the Director of the Learning Commons, Lunder Library, phone: 453-5084

Complaints about College decisions related to disability accommodations or discrimination must be forwarded to Affirmative Action Officer and ADA Compliance Officer, Dean of Academic Affairs, Enrollment Services Center, 92 Western Avenue, Fairfield, ME 04937, phone: 453-5822.