CHAMINADE UNIVERSITY OF HONOLULU
ED 297 Fieldwork Practicum in Early Childhood Education
Schedule
Spring 2015

INSTRUCTOR:	Instructor: Elizabeth Park Email: epark@chaminade.edu Office: 808-735-4859 Cell: 808-295-1390 Teaching Assistance: Jennifer Fremgen Email: jennifer.fremgen@student.chaminade.edu
OFFICE HOURS:	ED 119 Office hours by appointment – please email. We can also have an Synchronous session – schedule through email.
TIME and LOCATION:	**Face-to-Face**: N/A **Online asynchronous:** eCollege (see below for eCollege information). **Online synchronous:** Synchronous sessions will be held on Thursdays of Week 1, Week 4, Week 7, and Week 10 from 4 p.m. to 6 p.m. Hawaii Standard Time (Time subject to change). There are several synchronous tools introduced in this course but the default tool will be Zoom. Other tools may be used in case Zoom does not work. **Critical:** Check your student email account (or have it forwarded to one you check) at least 3 times per week. All communication for your graduate program will come to this address. For technical assistance with your student email account, contact helpdesk@chaminade.edu
TEXT:	Tyminski, C. (2010). *Your early childhood practicum and student teaching experience: Guidelines for success (2nd Edition).* Boston: Pearson Education, Inc. Merrill. ISBN# 0-13-715290-6
WEB-BASED COURSES:	Go to: http://chaminade.ecollege.com Chaminade's online programs use eCollege to provide Internet access to fully online and hybrid courses at both the bachelors and graduate levels. Many traditional courses at CUH also use eCollege as a supplemental tool for class work. Please be sure you are officially registered and have received a CUH ID before attempting to login. Your CUH ID will be your login. Passwords are the last four digits of your Social Security If you do not see your course listed or have difficulty logging in, please

	contact Jon Nakasone at jnakason@chaminade.edu
CATALOG DESCRIPTION:	The focus is on application of methods and theory from previous coursework. The student may be employed. The childcare setting and mentor teacher must be pre-approved by instructor prior to the start of the semester. Fieldwork requires 100 hours in an early childhood educational setting and 15 hours of seminar.
MAJOR COURSE TOPICS	**Preparing to Begin Student Teaching (Ch. 1)** Final preparation for the day Terminology of student teaching Making a good first impression Examination of personal assumptions and beliefs Initial meetings Personal Preparations Development of a support system **Establishing Effective Professional Relationships (Ch. 3)** Establishing positive relationship with cooperating teachers Establishing positive relationship with your college supervisor Effective communication and building relationships Stages of development **Classroom Management: Environments and Routines (Ch. 5)** Physical space and classroom management Emotional climate and classroom management Classroom routines Time management **Supportive Instruction (Ch. 8)** Recognizing children's unique ways of knowing Relating instruction to young children's ways of knowing Supportive instruction in communication Supportive instruction using an integrated curriculum Technology and supportive instruction **Guiding Young Children in the Classroom (Ch. 4)** Emphasis on classroom management Discipline and guidance Guidance strategies Additional behavior management techniques Real-life ethical dilemmas The support group meets **Understanding Diverse Communities and Interacting with Children's Families (Ch. 9)** Changing cultural demographics

| | Breaking down cultural barriers
Diverse family structures in today's classrooms
How to develop positive home-school relationships
Nonverbal cultural codes

Working Portfolio
What is Working Portfolio?
How do you create a Working Portfolio?
Why Create a Working Portfolio?
Philosophy of Education

Completion of Student Teaching: Looking Ahead (Ch. 10)
Leaving your student teaching practicum
Planning ahead after graduation
Interviews

Observation and Evaluations of Student Teaching (Ch. 6)
Making the most of the observation/ evaluation process
Observations of teaching
Evaluation
Self-evaluation
State standards and high-stakes assessment
Peer support group

Assessment of Young Children (Ch. 7)
Assessment: A blessing or curse?
Assessment related terminology
Purposes of assessment
Formal assessment
Informal assessment
Authentic assessments
Alternate assessment
Assessment considerations for special populations

Becoming a Professional (Ch. 2)
What it means to be a professional
Professional issues related to early childhood education
NAEYC Code of ethical conduct and statement of commitment
NCATE Unit standards, Standard 1: Candidate knowledge, skills, and professional dispositions. |
| **EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES:** | The successful undergraduate candidate in the early childhood education bachelor's program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate: |

All 5 program outcomes are not addressed in all courses. The program outcomes emphasized for this course are highlighted in **BOLD**.	**1. (PLAN) promotes child development and learning by designing developmentally appropriate learning experiences that incorporate knowledge of content, children, learner outcomes, pedagogy, and assessments in the field of early childhood education.** **2. (TEACH) employs appropriate pedagogical practices and utilize resources to facilitate the learning process. This requires a developmentally appropriate content knowledge in the early childhood** education. **3. (ASSESS) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner in the early childhood education.** **4. (REFLECT) builds family and community relationships by engaging in the process of continual and thoughtful reflection on his/her teaching practices in the early childhood education.** **5. (ADAPT) strives to be a professional in the field of early childhood education by evaluating elements of change in the classroom and the wider world, actively bringing this awareness to work with children, faculty, and other member of the community**	

STUDENT LEARNING OUTCOMES:	Outcomes (NAEYC Standard(s) addressed)	How will outcome be achieved? (e.g., Assignments, reading, lecture, fieldwork, etc.)
	1. Students will demonstrate the knowledge of young children's characteristics and needs. (NAEYC 1A) 2. Students will demonstrate the knowledge of importance in connecting with children and family. (NAEYC 4A) 3. Students will demonstrate the understanding of assessment goals, benefits, and uses. (NAEYC 3A) 4. Students will integrate knowledgeable, reflective, and critical	1. Research paper, portfolio 2. Interview, paper, portfolio 3. Observation, reading, portfolio 4. Integrated curriculum plan, reading, portfolio

	perspectives. (NAEYC 5D) 5. Students will demonstrate the importance of involving families and communities in children's development. (NAEYC 2C)	5. Reading, portfolio

ACADEMIC REQUIREMENTS:	
Signature Assignment	**Working Portfolio and Presentation** (Template provided in eCollege Doc Sharing) Working Portfolio created in Google Doc and Presentation should include: a. Cover page with your name, course number, and date of submission. b. Brief introduction. c. Examples of Plan, Teach, Assess, Reflect and Adapt. d. Resume and contact information. e. Please review ED 297 Signature Assignment Rubric for your reference.
Other Assignments	Please see details of the assignments in eCollege schedule.
Grading Scale	100-90=A; 89-80=B; 79-70=C; 69-60=D; 59 and below=F
UNIVERSITY POLICIES:	**Attendance** Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class, and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension, or by sending an email to the instructor. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade. **Writing Standards** All work submitted by Chaminade University students must meet the following writing standards. Written assignments should: 1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English. 2. Develop ideas, themes, and main points coherently and

	concisely.
	3. Adopt modes and styles appropriate to their purpose and audience.
	4. Be clear, complete, and effective.
	5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.
	Plagiarism - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:
	1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
	2. Paraphrasing the work of another without proper author acknowledgment.
	3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.
	Please refer to your **Student Handbook, General Catalog,** and the **Education Division Policy Manual** for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.