

Washburn University

ED 245/345: Practicum in Infants and Toddlers Education

2 credits

Dr. Judith Lynne McConnell-Farmer, Professor

Fall 2006

PRACTICUM DATES

Practicum begins with Orientation Seminars the weeks of August 21-25 and during the week of August 28-September 1, 2006. The practicum working with infants and toddlers in a school begins September 5, 2006. The last week of Practicum is November 27-December 3, 2006. This is a 12 week, 6 hour per week Practicum. Washburn University's Fall Break is honored. The hours of practicum, unless prior arrangement has been made, are either Monday & Wednesday 8:30-11:30am or on Tuesday & Thursday 8:30-11:30am.

COURSE DESCRIPTION

This course provides students with opportunities to apply the knowledge and concepts of child development with children from birth to age three. Prerequisite: ED 160; ED 200. Concurrent enrollment in ED 243/343. All students in the B.Ed., Elementary Education, specialization in Early Childhood Education, enroll in ED 343/345; whereas, ED 243/245 is for those students enrolled in the A.A. in Early Childhood Education Program.

DEPARTMENT OF EDUCATION DIVERSITY PROFICIENCIES AND DIMENSIONS OF REFLECTION

The Department of Education has a goal to educate Reflective Educators. The six dimensions are addressed as follows:

- 1. Reflection on self as an emerging, developing, and maturing professional**-class discussions and assignments allow student to explore and challenge beliefs about the teaching of infants and toddlers in today's classrooms.

2. **Reflection on the context of teaching and learning**-discussions allow student to observe and reflect on various approaches to teaching that support learning with infants and toddlers.

3. **Reflection on student differences**-assignments and discussions concerning infants and toddlers focus on diversity as it relates to learning abilities, gender issues, developmental levels, and cultural and social characteristics.

4. **Reflection on methods and materials**-discussions, textbook readings, and lesson planning for infants and toddlers allow students to compare and critique various methods and materials appropriate for infants and toddlers.

5. **Reflection on assessment as a process for change**-lesson plans for infants and toddlers requiring associated assessments allow students to develop appropriate assessments and reflect on the results of these assessments after teaching and assessing infants and toddlers.

6. **Reflection on content**-assignments and activities require students to develop deep conceptual understanding of content relating to infants and toddlers so that they can successfully explain this same content to future students.

This course addresses the following Department of Education Diversity Proficiencies:

1. **Knowledge Construction**-Anecdotal Record assignment and discussions about how cultural assumptions influence the ways that knowledge is constructed in infants and toddlers.

2. **Prejudice Reduction**-discussions and the Interviews of Caregivers assignment focusing on learning to modify offensive racial attitudes through the education of infants and toddlers.

3. **Equitable Pedagogy**-Selected Lesson Plans Reflective Paper assignments, and lesson plan development are able to match teaching and learning styles in order to facilitate the teaching of infants and toddlers from diverse racial, cultural, and social class backgrounds.

COURSE OBJECTIVES

The following Kansas State Board of Education (KSBE) competencies as they relate to teachers of young children will be addressed. As the semester progresses students will be required to respond to each of the following competencies. KSBE Early Childhood Unified Students (2002), which will be addressed in this course, are as follows:

Performance

- 2.1 The teacher articulates the historical, philosophical and legal basis of services for all infants and young children.
- 3.2 The teacher applies developmentally appropriate and research-based practices when teaching infants and young children with a wide range of backgrounds, abilities, interests, and needs in diverse settings.
- 6.1 The teacher develops and implements a variety of individual and group learning experiences that are developmentally and functionally appropriate and in a variety of formats, including play, environmental routines, family-mediated activities, projects, cooperative learning, inquiry experiences and systematic instruction
- 7.1 The teacher observes and participates in practica or field experiences, under the supervision of qualified professionals in at least four different settings (such as public and private schools, child care settings, and community agencies) and three different ages (infant/toddler, preschool, and primary).

SELECT MISSION OF THE UNIVERSITY

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential. *Washburn University Board of Regents, 1999*

ACADEMIC MISCONDUCT POLICY

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically

unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult www.washburn.edu/copyright/students. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 262, or go on-line to: www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII

DISABILITY SERVICES

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office **MUST** have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 150
Phone: 785-670-1629 or TDD 785-670-1025
E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

CENTER FOR UNDERGRADUATE STUDIES AND PROGRAMS (CUSP)

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising, Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is available to help students either directly through academic advising, mentoring, career counseling, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-1299, advising@washburn.edu.

WITHDRAWAL POLICY

During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

OFFICIAL E-MAIL ADDRESS

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information. It may also be used by your instructors to provide specific course information. E-mail messages sent to your Washburn University e-mail address will be considered your official notification for important information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click on save changes. This will complete the process of forwarding your Washburn e-mail.

COURSE REQUIREMENTS

Students will spend a minimum of 6 hours weekly in a classroom of infants and/or toddlers. Either Ms. Cooper or Dr. McConnell-Farmer, college supervisors, will supervise each student approximately 4 times during the semester. A feedback session in which the college supervisor provides comments and a written evaluation of the practicum student's performance will follow each observation as soon as possible. The college supervisor and the cooperating teacher will complete separate written end-of-the-semester evaluations. Developing performance or better on the Practicum Evaluation Forms is necessary for a passing course grade.

All assignments are placed in a 3-hole notebook portfolio. The minimum assignments due for this practicum are as follows:

Daily Journaling

Written Lesson Plans

Anecdotal Records

Selected Classroom Activities

Interviews of Caregivers

Selected Lesson Plans Reflective Paper