

## **Washburn University**

### **ED 269/369: Practicum in Preschool Education**

**2 credit hours**

**Judith Lynne McConnell-Farmer, Ed.D.**

**Summer, 2006 (May 30-June 29, 2006)**

#### **COURSE DESCRIPTION**

A supervised field experience in a preschool setting and a seminar exploring child development issues. This course includes planning, teaching, and assessing developmentally appropriate activities for preschoolers in field placements. Prerequisites: ED 160, 200, 343, 345, and permission of the instructor. Concurrent enrollment in ED 267/367 and 265/365.

#### **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 students to explore and challenge beliefs about the teaching of preschoolers in today's classrooms.
2. **Reflection on the context of teaching and learning**-discussions allow students to observe and reflect on various approaches to teaching that support learning in preschools.
3. **Reflection on student differences**-assignments and discussions concerning preschoolers 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 preschoolers allow students to compare and critique various methods and materials appropriate for preschool-aged students.

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

6. **Reflection on content**-observation assignments and a Reflection Paper require students to develop deep conceptual understanding of content appropriate for preschoolers 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**- guided observation assignments, and discussions about how cultural assumptions influence the ways that knowledge is constructed in preschoolers.

2. **Prejudice Reduction**-discussions, lesson plan development, and Practicum Reflection Paper focusing on learning to modify offensive racial attitudes through the education of preschoolers.

## **PHILOSOPHY**

Teachers value collaboration with other professionals as a means for making the profession more effective. They consider school, family, and community contexts in connecting concepts to students' prior experience. A variety of effective communication techniques are used to foster active inquiry, collaboration and supportive interaction in the classroom. Teachers must be critical consumers of the literature, knowledgeable about their content, and ethical decision makers. In order to respond appropriately in all professional settings, teachers must also be reflective practitioners as described in the Washburn Reflective Teacher Model.

## **COURSE OBJECTIVES**

At the end of this course, you will be able to know and understand the following, according to the 2002 Kansas State Department of Education Teacher Education Licensing Standards:

## Performance

1.5 The teacher employs two-way communication skills with families and other professionals in sharing information about the child's growth, development, and learning.

2.2 The teacher works collaboratively with the administration, staff, school, families, and community resources to achieve positive outcomes for infants and young children.

3.1 The teacher applies theories of child development, both typical and atypical, with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situations in family and community contexts.

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.

5.2 The teacher uses physical space which includes the outdoor environment, materials and resources for constructing a secure environment that encourages play, active exploration and learning.

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).

7.2 The teacher works effectively over time with children of diverse ages, abilities, and cultures and their families.

7.3 The teacher demonstrates ability to work effectively during full-time supervised student teaching in at least two different settings, serving children of two different age groups (infant/toddler, preschool, and primary school settings) with varying abilities.

7.4 The teacher reflects on, analyzes and evaluates field experience, including supervised experience in working with parents, and supervised experience in working with interdisciplinary teams of professionals.

In addition to the Kansas State Department of Education Teacher Education Licensing Standards, are the following course objectives:

- A. Demonstrate awareness of child growth and development patterns as related to learning and behavior in the classroom.
- B. Demonstrate long-range planning and daily preparation for teaching curriculum content including:
- C. Demonstrate appropriate techniques of classroom management.
- D. Demonstrate awareness of techniques used in evaluating children's progress and the teacher's effectiveness.
- E. Demonstrate effective communication skills (teacher and aides).
- F. Demonstrate professional behavior (teacher and aides).
- G. Demonstrate knowledge and experience needed to help children develop positive self-concepts, favorable attitudes towards school and learning, and concepts fundamental to academic success.
- H. Demonstrate knowledge and experiences needed for working in a wide variety of early childhood programs, physical settings, and with families.

### **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](http://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](http://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](mailto: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](mailto: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](http://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.

## **PRACTICUM REQUIREMENTS**

This practicum will involve one placement in a culturally diverse early childhood program for four weeks. During the practicum, each student will participate in observation, planning, supervisor-directed activities, teaching, and finally full responsibility for the class. Students are required to spend half-days engaged in on-site activities, for a total of 36 hours, minimum, for the course. The student will be observed by a cooperating teacher and a university supervisor. An on-campus seminar is scheduled at least two times during the practicum experience. The seminar is a time for professional reflection and to

clarify assignments.

## **COURSE REQUIREMENTS**

Upon completion of the course the student will present evidence through her teaching and portfolio accomplishments in each of the areas specified by Objectives A. through I., below.

- A. Demonstrate awareness of child growth and development patterns as related to learning and behavior in the classroom.
- B. Demonstrate long-range planning and daily preparation for teaching curriculum content.
- C. Demonstrate appropriate techniques of classroom management.
- D. Discuss the techniques used in evaluating children's progress and the teacher's effectiveness.
- E. Demonstrate effective communication skills with all children, including the culturally diverse and physically and mentally challenged.
- F. Demonstrate professional behavior
- \*G. Discuss how the children develop positive self-concepts and favorable attitudes towards school and learning, and concepts fundamental to academic success.
- H. Demonstrate knowledge needed to supervise volunteer assistants, paraprofessionals, and other resource persons.

\* Write an explanatory paragraph

To document each objective will require some creativity and determination on the part of each student. The portfolio includes the following:

Table of Contents

Log of Hours

Lesson Plans

Photographs

Observations

Reflective Journal (including Practicum Reflective Paper)

Evaluations

Explanatory Paragraphs

Any other sections you would like to add