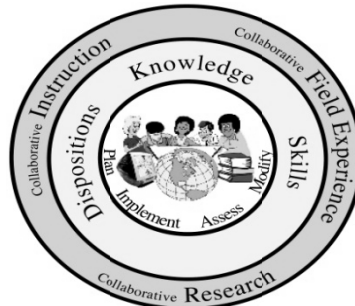


FALL 2007
ECE 319: GUIDANCE OF YOUNG CHILDREN
ECE 319 is a required course for EC-4 Certification.
College of Education
Department of Language, Literacy & Special Populations



Enhancing The Future
Through Educator Preparation

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

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Office Hours: Monday 1-4
Tuesday and Wednesday 11-2
By appointment

Text/Readings:

Fields, M. & Fields, D. (2006) *Constructive guidance and discipline: Preschool and primary education*, 4th. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Cherry, C. (2002). *Please don't sit on the kids: Alternatives to punitive discipline*, 2nd. Grand Rapids, MI: Frank Schaffer Publishing.

Texas Essential Knowledge and Skills (Grades K)
<http://www.tea.state.tx.us/teks/index.html>

Prek Guidelines
www.tea.state.tx.us/curriculum/early/prekguide

Course Description:

Classroom management and discipline techniques that are appropriate for young children will be practiced in a prekindergarten or kindergarten classroom. This course is taken with ECE 329. Prerequisite: Junior

Purpose:

This course is designed to provide the students with experience working with young children in a classroom setting. The goal is to provide university students with the opportunity to practice classroom management skills in an actual classroom setting. While in the classroom, students will have the opportunity to practice active listening, affirmations and setting limits as they interact with the children. It is the practicum course that accompanies ECE 329.

Course Format:

The format will include working and interacting with preschool children in a public school setting under the supervision of a prekindergarten or kindergarten teacher. The university students will spend 100% (16 hours-2 hours per week) of the time for this course in the public school classroom. Information necessary for the students' successful completion of this experience will be taught in ECE 329 at the university. Evaluation of the university students by the public school teachers will be part of the grade for this course. The instructor for this course will communicate with the supervising teacher before the students begin about the expectations for the university students and provide information to the teachers about the skills that the students will be practicing. The instructor will also meet any time during the semester, should a need arise.

Course Content:

Problem solving philosophy	Active listening
Terms of problem solving	Negotiating with young children
Child-centered classroom	Setting limits
Outdoor environment	Using affirmation with young children
Teacher's role	Dealing with problem behaviors
Teacher: child ratio	Building self-esteem
Supervising young children	Social development of young children
Active listening	Development of self discipline

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	<u>Professional development Standards:</u> <i>NAEYC Professional Development Standards</i>
The student will develop their observational skills in identifying specific strategies that illustrate social and emotional issues in young children.	* Keep journals that identify specific social and emotional strategies.	Written Journals	<u>2.13k, 2.14k, 2.14s, 2.15s, 2.17s, 2.6s</u> 1, 4, 5
The student will analyse the needs of their field based classroom and develop center materials that support their analysis.	*Learning Center	Written evaluation of the learning center.	<u>1.3s, 1.7s, 1.16s, 1.25k, 3.8s</u> 1, 3, 4, 5
The student will demonstrate their ability to communicate effectively through writing.	Write a sincere letter thanking the supervising teacher.	Evaluation of the letter. Evaluation of the journals and learning center.	<u>2.13k, 2.14k, 3.1s</u> 1, 4, 5

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Web address for state standards: <http://www.sbec.state.tx>

Web address for NAEYC standards: <http://www.naeyc.org>

Course Objectives:

The student will:

1. develop and practice the technique of active listening.
2. understand the purpose and scope of use of active listening in the classroom.
3. develop and practice the technique of affirmation.
4. understand the purpose and scope of use of affirmation in the classroom
5. develop and practice the technique of reflective listening.
6. understand the purpose and scope of use of reflective listening.
7. develop and practice the technique of "I" messages.
8. understand the purpose and scope of use of "I" messages.
9. plan, develop and evaluate learning centers and materials that meet the needs of their students.

Student Absences on Religious Holy Days Policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Americans with Disabilities Act:

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Educator Preparation Program:

All students enrolled in education courses with a field experience component in the public schools are required to APPLY at the beginning of the semester to the Educator Preparation Program before beginning their first field experience. Currently, applications are located outside TEC Rm 213. Applications are to be submitted to the Associate Dean's office with a check for \$75.00 made out the SHCPDEP (Sam Houston Center for Professional Development and Educational Partnerships), and a criminal history background check release, unofficial transcript, and unofficial degree plan attached. Failure to do so will result in students not receiving credit for the course and not being allowed to complete their field experience. Compliance with this policy assures our partnership schools that criminal history background checks are initiated for all students participating in field experience in the public schools. (SHCPDEP Board Meeting, March 2003)

Academic Dishonesty:

All cases of academic dishonesty will be addressed using Sam Houston State University **Academic Policy Statement 810213**, procedures in cases of academic dishonesty. At the minimum, the assignment in question will receive a 0.

Attendance:

Regular and punctual attendance is expected. Only 1 lab may be made up. **Missing 2 labs will result in an F for this course.** Make up labs will be scheduled on an individual basis with the teacher. It is your responsibility to make sure that you have attended lab the required number of hours (16) over a **period of eight weeks. You may not make up hours by going more than 4 hours in any one week (2 hour regularly scheduled time and 2 hour make up time).** Be sure to sign in at the school office and in the classroom as soon as you arrive. If you will be absent from the lab, you **must** call the school and leave word for the teacher and then call your professor. Failure to call either the lab teacher or your professor will result in one letter grade reduction in your lab grade for unprofessional behavior. In addition to this, the course Standards Evaluation form will be marked as unsatisfactory for professional behavior. **Failure to complete all sixteen hours over an 8 week period before the week of finals will result in an F for the class.**

You will abide by the dress code for your particular school/district. You will also refrain from wearing nose rings, tongue rings, more than 1 (per ear) earrings, perfume, cologne, or strong aftershave, and will not smoke prior to your visit.

Professionalism:

University students are expected to dress and act professionally, as you are working in a professional position. It is your responsibility to find out what the dress code is for your specific school, and to follow that dress code. If you are sent home from the school because of inappropriate dress, you will receive a zero for that lab that cannot be made up. If you are not sent home, but are dressed inappropriately, your lab grade for that day will be reduced by forty percent. Your supervising teacher in the school will evaluate your professional dress and interaction with the children, as well as your professionalism overall (attendance, punctuality, etc.).

Expectations:

- You will sign in and out in the school office each time you go to the school.
- You will abide by all the rules of the school where you are working
- You are expected to have regular and punctual attendance in the prekindergarten or kindergarten classroom.
- You are expected to be on time for your scheduled observations and to call the school and your professor if you will be unable to be there.
- You are expected to dress professionally when working in the school. This means that you are to follow the dress code of the school (cover tattoos, earrings and body piercing jewelry that complies with the district).
- No smoking before you go into the classroom and do not wear perfume or cologne.
- It is expected that you will keep your cell phone turned off in class and in the schools.

You are expected to interact with the children in such a way as to promote a problem solving environment. Failure to interact with the children will result in a reduction of the lab grade, as documented by your supervising teacher. Perfection is not expected. This is a learning through doing experience. **You are to practice the concepts and skills that we are practicing in class and that are described in your lecture notes.**

Acting in an unprofessional manner while at the school will result in removal from the school and an F for this course.

Assignments

All assignments are expected to be typed, double-spaced, spell checked, and scholarly in nature. Points will be deducted for misspellings, poor grammar and lack of proof reading (-2 points each). Please include a title page with your name, course title and section number and assignment information. All assignments are due at the beginning of class. **Late work will only be accepted within 24 hours for half credit. Any exceptions will be at the discretion of Dr. McGuire.**

No grade is final. If you have a concern about a grade, please come and talk with me about it. This must be done within one week of the assignment being returned.

All assignments must be completed before the final or a grade of F will result.

319 Professional Portfolio

Please include the following documents into a professional portfolio that will be due at the end of the semester (see 329 calendar).

Journals:

Lab journals are due at class time following your visit to the school. There are eight strategies to observe and practice with the children.

Helping Children Resolve Conflicts/peer interactions
Routines
Affirmation of Children's Behaviors
Teaching and/or Reinforcing Social Skills

Transitions
Reflective Listening
Positive Teacher Expectations
Classroom Behavior System

Each week choose the one you felt you saw in practice and complete your journal entry. In your journal entry, you will need to **define the strategy** and include **specific examples** of how you practiced the strategies, or how you could have used it in a specific situation. This means that you will include the actual words you used with the children.

Example: This week we are to practice reflective listening. Reflective listening is the process of "restating and validating the concerns or feelings of another person."

Then give examples of when you used reflective listening (or could have used it). Give the exact words that you used. (I said, "Sam, it looks like Randy hurt your feelings when he ..."). Throughout the semester, you will complete all 8 of the entries. After you have completed all eight journal entries, you will download all of your entries and organize them in a notebook with professionally labeled dividers. See rubric for what is included in the portfolio/notebook

Learning Center:

The learning center that you develop for ECE 329 will be introduced into the classroom where you are doing your field experience. It will be left for one week and then removed. (The time and length your center stays in the classroom may vary, depending upon the needs and wants of your supervising teacher.) You will write an evaluation of this center.

Questions to consider

- How was your center received by the children?
- Were the activities appropriate?
- Could all the children be successful?
- Were some activities challenging enough for the more advanced children?
- Was it used as you intended it to be used?
- What could you change to make it better?
- How much did the learning center cost and how much would it cost to continually supply it?

Teacher Evaluation:

Your teacher will be asked to evaluate you. The numbers will be graded as follows.

1. Two tardies will result in your lab grade being lowered one letter grade.
2. Failure to call either the lab teacher or your professor will result in one letter grade reduction in your lab grade.
3. 1 absence may be made up with no penalty.
Two or more absences will result in your failing 319.
4. 1 absence may be made up with no penalty
- 5-10. Each box has a value. Add up your points and apply the following scale.

24-19	A	12-7	C
18-11	B	6	D

Thank You Letter:

You will write a sincere thank you letter to your supervising public school teacher, thanking him or her for allowing you to be a part of the classroom for your field experience. It is expected that your letter will demonstrate your professionalism in choice of words, grammar, spelling and punctuation.

Ferdinand Project:

Phi Delta Kappa is joining with the Pearson Foundation to promote Read for the Record, an annual campaign by Jumpstart that seeks to promote early childhood education and to set the world record for the world's largest shared reading experience. Many programs and classes at SHSU will participate in this program. The actual read date is September 20 and coincides with your first week in your field based class. Please purchase a new copy of this book (You can buy books now for \$10 each (Pearson is covering shipping and handling) at pearsonfoundation.org/fea. Or through a bookstore) and plan on reading the book on your first day of field experience. If it falls on the 20th all the better, if not, please plan on reading it regardless. Once you have read the book, please plan on presenting it to the children for their classroom library. Please write a one page paper responding to your reading and the discussion that resulted from the activity.

The lab grade is separate from the grade for ECE 329. The teacher in the classroom will document your dress, professionalism, being on time and staying until your time is up, and your attempts to use the problem solving skills. Your Lab record sheet will be documentation that you have completed the number of hours and days required for this course.

Grading Scale:

- A= 93% -100%
- B= 82% - 92%
- C= 70% - 81%
- D= 60% - 69%

319 Professional Portfolio

Name _____

Journals up to 24 _____

Classroom behavior system	
reflective listening	
Affirmation of children's behavior	
Positive teacher expectations	
Teaching and/or reinforcing social skills	
Helping children resolve conflict/peer interactions	
Transitions	
Routines	

Evaluation from teacher up to 50 _____

Thank you letter (copy) up to 1 _____

Learning Center Evaluation up to 10 _____

Ferdinand Project up to 5 _____

Lab sign in sheet up to 1 _____

Signed dress code up to 1 _____

Professional Organization up to 8 _____

- Professional dividers (no hand labeling)
- Clearly organized
- All documents included
- -2 for each spelling, grammar error

final grade for 319 _____