

ECE 319: GUIDANCE OF YOUNG CHILDREN
SPRING, 2008
ECE 319 is a required course for EC-4 certification.
College of Education
Department of Language, Literacy & Special Populations

Instructor: Dr. Maggie McGuire
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Text/Readings:
None

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.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	<u>Professional development Standards:</u> <i>NAEYC Professional Development Standards</i>
Demonstrate skill in using the problem solving strategies for classroom management.	* Keep journals that emphasize how they practiced using the problem solving strategies.	Written Journals	<u>2.13k, 2.14k, 2.14s, 2.15s, 2.17s, 2.6s</u> 1, 4, 5
Demonstrate the ability to plan, introduce and evaluate a learning center that will meet the needs of all the children.	*Learning Center	Written evaluation of the learning center.	<u>1.3s, 1.7s, 1.16s, 1.25k, 3.8s</u> 1, 3, 4, 5

Demonstrate ability to write and effectively communicate.	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 Format:

The format will include working and interacting with preschool or kindergarten children in a public school setting under the supervision of a pre kindergarten 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.

Objectives:

The student will:

1. Interact with the children and use the technique of active listening during those interactions as they respond to the children's feelings.
2. Understand that active listening is a technique that can be used by the teacher that will often prevent a problem behavior from escalating.
3. Understand that active listening can also be used for any feelings that a child is experiencing.
4. Interact with the children and use the technique of affirmation during those interactions as they practice using specific types of affirmations with the children.
5. Understand that affirmations help the children to feel important by acknowledging each child many times a day.
6. Understand that affirmations are specific and that there are several ways to give affirmations.
7. Evaluate their learning centers and materials and decide what limits need to be set with the children who will be using their center.
8. Practice setting limits with the children when they introduce their learning center.
9. Evaluate their learning center as to how well it met the needs of all the children in the classroom.

Course Content:

Problem solving philosophy
Terms of problem solving
Child-centered classroom
Outdoor environment
Teacher's role
Teacher: child ratio
Supervising young children
Active listening

Active listening
Negotiating with young children
Setting limits
Using affirmation with young children
Dealing with problem behaviors
Building self-esteem
Social development of young children
Development of self discipline

Course Requirements:

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 in class the week following your observation. There are eight strategies to observe and practice with the children. 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, 1 per each observation.. Your journals should address the following topics:

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

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 multiply by 2

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. Place a COPY in your portfolio.

Contextual Factors Paper

Each student will prepare a paper outline the *Contextual Factors* of the school where they are doing their field basing experience. This assignment is directly linked to the Teacher Work Sample that you will write when in Methods and Student Teaching. The rubric and prompts are at the end of this document.

Evaluation (* indicates field-based 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.

ECE 319 Professional Portfolio*

A= 93% -100%

B= 82% - 92%

C= 70% - 81%

D= 60% - 69%

Expectations:

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.).

- 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 less than a 93 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.**
- Please refer to the LLSP Guidelines for a more extensive outline of expectations.
- Attach the appropriate rubric to all assignments or a 5 point deduction will be assessed.

Attendance:

Students may not miss more than three hours of class during the semester without penalty in accordance with Academic Policy 800401. Class sessions are important to your understanding of the material. Attendance also demonstrates a level of responsibility and commitment that future employers like to see. For these reasons it is important that you be here and be on time. If you miss any class, it is your responsibility to obtain the needed handouts, information and materials. Two tardies to class is the equivalent of one absence. It is your responsibility to sign the roll sheet at the beginning of every class. **After 3 hours of absences, your grade will be lowered one letter grade, 5 hours of absences-2 letter grades, 6 hours of absences- three letter grades. Exceptions to this could be, but are not limited to, a family death, birth of a child, or medical emergency. Exceptions to the lowering of grades will be at the discretion of Dr. McGuire**

There will be times when daily grades will be taken or quizzes will occur during the class period. If you are absent, and the absence meets the criterion set forth by SHSU for an excused absence and appropriate documentation has been provided, the daily grade or quiz may be made up with a two-page paper on a topic of the Professors choice. **This paper is due the next class period.** Unexcused absences may not be made up and any daily grade or quiz grade that is missed will be recorded as a zero. It is your responsibility to keep up with this. Daily grades, homework or quiz grades will be averaged together as a third exam.

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.

319 Professional Portfolio Rubric

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 (x2) up to 48 _____

Thank you letter (copy) up to 1 _____

Learning Center Evaluation up to 10 _____

Contextual Factors up to 5 _____

Lab sign in sheet up to 1 _____

Signed dress code up to 1 _____

Professional Organization up to 10 _____

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

final grade for 319 _____

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ECE 329/319

Name of SHSU Student _____

School _____ Teacher's Name _____

Please rate each area by circling the most appropriate comment.

Attendance & Punctuality

- 1. **Never late** **Late 1 or more times**
- 2. **Called when absent or late** **Missed calling 1 or more times** **NA**
- 3. **Perfect attendance** **Missed: 1 day** **2 days** **3 days**
- 4. **Made up missed days before end of time period:** **Yes** **No**

Please check appropriate rating:	Clearly Outstanding 4	Exceeding Expectations 3	Satisfactory 2	Needs Improvement 1
5. Professional dress:				
6. Initiative with children:				
7. Appropriate interaction with the children:				
8. Professional interaction with teachers:				
9. Positive attitude & enthusiasm:				
10. Future teacher potential:				

Comments (optional):

 Teacher's Signature

 Date

*Please return this to the student on their last day with you or you may mail it to me at Box 2119, Teacher Education Center, Huntsville, Texas 77341.
Dr. McGuire*

Contextual Factors Rubric

Name _____

TWS Standard: *The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.*

Rating Indicator	1 Indicator not met	2 Indicator Partially Met	3 Indicator Met	score
Knowledge of Community, School and Classroom Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	
Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general & specific understanding of student differences (e.g., developmental, interests, culture, abilities/disabilities) that may affect learning.	
Knowledge of Student's Varied Approaches to Learning	Teacher displays minimal stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	
Knowledge of Student's Skills and Prior Learning	Teacher displays little or irrelevant knowledge of student' skills and prior learning	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning.	
Implications for Instructional Planning and Assessment	Teacher does not provide implication for instruction and assessment based on student individual differences and community, school, classroom characteristics OR provides inappropriate instruction	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school and classroom characteristics.	

15 = 100 13 = 90 11 = 80 9 = 70
 14 = 95 12 = 85 10 = 75

Total Contextual Factors grade _____

Contextual Factors Prompts

Task: Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

Prompt: *In your discussion include:*

- **Community, district and school factors:**
 - *Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education and other environmental factors.*
- **Classroom factors:**
 - *Address physical features, availability of technology equipment and resources and the extend of parental involvement. You might also discuss other relevant factors such as classroom rules, and routines, grouping patterns, scheduling and classroom management.*
- **Student Characteristics:**
 - *Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In your narrative, make sure you address student's skills and prior learning that may influence the development of your learning goals, instruction and assessment.*
- **Instruction implications:**
 - *Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.*