

UNIVERSITY OF ALASKA FAIRBANKS

College of Rural and Community Development

Child Development and Family Studies (CDEV)

Course Syllabus

Course Title: Clinical Practice: Classroom Management

Course No: ECE 473

Credits: 3 (1 + 0 + 14)

Prerequisites: Engl 211X or 213X and Completion of all CDFS core major and concentration course work, excluding ECE 472.

Instructor: Veronica Plumb
2175 University Ave. #210C

Phone: 455-2038

E-mail: vmplumbalaska.edu

Office or Contact hours: Instructor will post office hours for students at first class.

Location: Distance Delivered possibly in conjunction with local site.

Dates: TBA 2012

Times: TBA

Text:

Helm, Judy,, Beneke, S., Steinheimer, K. (2007). *Windows on Learning: Documenting Young Children's Work*. (2Ed) New York, NY. College Teachers Press
ISBN-13 978-0807747865

State of Alaska. (2008) *Early Childhood Learning Guidelines*. Juneau Alaska

Assorted articles that may be handed out in class.

Supplemental Text:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, (6th ed.).

Additional Information:

NAEYC Standards for Early Childhood Professional Preparation Advanced Programs. Available at the following web site.

http://www.naeyc.org/files/ncate/file/NAEYC%20Initial%20and%20Advanced%20Standards%206_2011-final.pdf

Course Description:

Supervised clinical field practice within an early childhood setting; Intent of this course is to provide a capstone for students who have completed all course work within the *Curriculum and Teaching OR Teaching or Infant and Toddler* concentration of the Child Development and Family Studies BA program. Practica activity will demonstrate

application of appropriate curriculum, assessment and classroom environments developed to enhance the learning and development of all young children.

Prerequisites: Completion of all CDFS core major and concentration course work, excluding ECE 472.

ECE 473 will meet a total of 10 times for 1 hours. Approximately 196 hours of field study which may take place within approved group child care programs, preschools, Head Starts or Public schools.

Course Goals:

Students will actively develop appropriate curriculum, assessment and environment for the young children within the clinical practice site to enhance development and learning. Demonstration of appropriate practices within Alaska or other early learning guidelines and the National Association for the Education of Young Children Standards.

Student Outcomes:

1. Apply knowledge known about child development and learning to develop and facilitate a complete classroom curriculum plan that permits general predictions about experiences likely to promote learning and development within practica site.
2. Application of skill that demonstrates what is known about each child as an individual that implicates how best to adapt and be responsive with individual variation.
3. Strategically use knowledge about the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant and respectful for each child and family.
4. Design of developmentally appropriate learning objectives for children with appropriate assessment opportunities.
5. Demonstrate understanding and skills to involve families and communities in different aspects of children's development and learning.

NAEYC Standards addressed in this course:

Standard 1: Supporting child development and learning

Standard 2: Building family and community relations

Standard 3: Observing, documenting and assessing to support young children and their families

Standard 4: Using developmentally effective approaches to connect children and families

Standard 5: Using content knowledge to build meaningful curriculum

Standard 6: Becoming a Professional

Instructional Methods:

The method of instruction will be a combination of reading assignments, Blackboard, audio conferencing with a large action research based project. Audio lectures will be recorded and blackboard discussion forums continually monitored. Students will demonstrate their understandings of course content and proficiency of skill through assignments and discussion. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

Field Experience Placement:

There is opportunity of many diverse early care and education settings for field experience work. Options include but are not limited to, School district preschools and kindergarten classes, Head Start and Early Head start as well as other state certified preschool programs.

The Child Development and Families Studies program will work with each student to assure they are placed in a program that will fit their goals and needs supporting successful completion of course.

There are at least three people directly involved in each field placement experience; the student, the site supervisor and the university faculty member. In addition, each student will be working within an early childhood setting with many interpersonal relationships being developed, so the children, families and other program staff must be considered in the equation as well.

Positive communication is essential for a successful career in early education, it is expected this will be demonstrated in field work as well. In the complex early childhood setting where field work is facilitated, there is the chance that there will be conflict and controversy. Positive communication does not mean the student will not have problems. It does mean that the student will have opportunity to learn by listening to constructive criticism, reflect on feedback and suggestions, modify and adapt, confront issues, share ideas, compromise and negotiate to find equitable solutions in an effort to satisfy all parties. The code of ethics should continually guide the student throughout this process.

Requirements and Assignments:

- **Reflection, writing, and dialogue** on assigned text(s), class sessions, field placement experiences.
- **Blackboard Journaling:** Students will participate in weekly journaling within the discussion section of the course Blackboard site. Journaling is to support events that take place within field work placement, exceptional as well as challenging experiences, thoughts on project and questions as well as conclusions you have developed. This is an opportunity to share with your course peers how your experience is going.
- **Application of Classroom Management Plan and Curriculum project in field placement:** Additional time within your field placement site used to facilitate classroom research term project.
- **Documentation Boards for site classroom and possible local community:** An informational documentation board will be developed within the classroom environment that shares progression of the project and child learning. The documentation will be a thoughtful, reflective resource that shares the in-depth

study, child learning and how it relates to the student learning outcomes; it will not be a glorified bulletin board. The documentation board can also be shared within other community sites.

- **Classroom curriculum term project:** (32 - 48 pages) Each class member will design and implement a classroom curriculum project. This project will be developed out of a question of inquiry coming from classroom child interest and will be developed around an in-depth study on a real-world topic relevant to the children, families and teaching staff within the classroom. When completed, a copy of your paper will be attached to the proper assignment within the assignments section of Blackboard. Due date of your paper no later than Sunday (DATE).

Classroom curriculum project guidelines:

This project required you to demonstrate your understanding of

- Authentically integrated curriculum
- Developmentally appropriate practice / objectives
- NAEYC curriculum guidelines
- Child directed centers and activities
- The continuum of various teacher roles
- What's worth knowing
- Intellectual autonomy
- Performance based assessment
- Student performance data collection and analysis
- Reflective teaching based on assessment data
- Family inclusion

The introductory narrative of your work sample portfolio needs to explain how this curriculum plan demonstrates your expertise related to the NAEYC Standards as well as in regards to *Cultural Competency*, the first of the NAEYC professional tools.

Develop and describe an integrated curriculum plan that meets course guidelines for all of the above within a teacher work sample.

Explain how it meets each of the guidelines

Include lesson plans using prescribed format

Provide details of what children and teacher does

Complete documentation of your classroom curriculum project should include the following:

- A brief description of the children involved in the curriculum project
- A brief history of the project

- Artifacts documenting the highlights of the project that provide evidence of child learning
- Examples of children's drawings and/or photographs of the examples
- An evaluation of the project that includes comments on the children's development and learning, responses of the parents and others, your own analysis

Teacher work sample components for final documentation paper (32 – 48 Pages):

Reflect on the reading and early assignment tasks as you consider the unit/project you will prepare and implement.

- Select a topic supportive of in-depth study appropriate for the classroom students. Describe how the topic reflects what you know about your students and their interests. Why will this be a relevant topic for your students? (1 – 2 pages)
- Describe your plan for authentic integration of subject areas and how they meet the learning outcomes set for the children. (1 – 2 pages)
- Create and lesson plans for your project, using format provided by the instructor. (6 – 10 pages)
- Clearly indicate the desired outcomes, the continuum of teacher roles represented and how you will utilize child directed learning centers and activities. Include plans for adapting to diverse needs as necessary for your group of students. (1 -2 pages)
- Describe the assessment component of the project; explain how assessment focus relates to desired outcomes and how assessment process reflects NAEYC guidelines. Include plans to assess children's understanding before, during and at end of project. Base your plans on NAEYC guidelines. (1 – 2 pages)
- Begin project implementation. Start with assessment of current levels of student expertise related to desired outcomes. Analyze this data as you refine your teaching plans. (3 – 4 pages)
- Continue project implementation. Describe your teacher roles in scaffolding children's skills and understanding, in encouraging children's deeper thought, and in gathering assessment data to inform your teaching. This is where you will create a approximate 10 minute video of your hands on practice documenting one or more of those roles. (8 – 10 pages)
- Reflect on student learning through the project and describe any planned changes in your teaching plan. (2 – 3)
- Continue implementation: describe how you adjust your instruction and assessment plan or your expected results as you observe children's learning processes and outcomes. (2 – 3 pages)
- Finalize project and document evidence of student learning. Compare child understanding and skills before and after the project implementation. Analyze results for relevant sub groups (identify by gender, culture, or special circumstances) for individuals as well as the whole class. (4 – 5 pages)

- Final evaluation and reflection: Describe the implications of your assessment analysis for your future instruction, assessment, planning and professional development. Share your insights regarding effective instruction and assessment. Include an evaluation of the project that includes comments on the children's development and learning, responses of the parents and others, your own analysis and reflections of the work accomplished and suggestions that might be helpful to other teachers who might conduct a similar project. (3 – 5 pages)

Course Evaluation:

A letter grade will be issued for participants. (Note that you must receive a B or higher for this course to count towards your CDEV BA Degree. Grading is based on:

Blackboard Journaling	100	20%
Class discussion participation meeting and Bb	65	13%
Classroom Curriculum Project – Inclusive of additional Field Time	200	40%
Development of classroom and community documentation board	135	27%
Total	500	100%

All coursework will be evaluated on the following:

- Organization
- Clarity
- Consistency of thought and format
- Reflection of course content
- Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
- Written work contains no or few distracting elements such as spelling errors.

Grade	Points	Definition
A = 100% - 90%	500-450	An honor grade. Demonstrates your work has met and exceeded criteria (a) though (f).
B = 89% - 80%	449-400	Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).
C = 79% - 70%	399-350	Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).
D = 69% - 60%	349-300	Below average. Demonstrates that your work has not met one or more criteria (a) through (f)
F = below 60 %	299- below	Student was not able to meet 60% or more of criteria (a) through (f).

Course Calendar:

This schedule is fluid and may be updated during the semester. The instructor will inform students of changes in a timely manner. Any changes will be updated on the class Bb site. Students are responsible for keeping track of schedule changes once announced.

Date	Topic and Assignment
1) Tuesday January 24	In class today <ul style="list-style-type: none"> • Review course expectations; introductions;

	<p>Following discussion will include thoughts for field experiences</p> <p>Preparation for next class: Reading Assignment: Chapter1 <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research.</i></p> <p>All classes will be recorded To retrieve recording at a later date: Dial 1-800-230-8546 Use your normal participant pin which is 8930399. You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091008. You will then be asked to give the chapter code. We will use 0 Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</p>
2) Thursday January 26	<p>In class today:</p> <ul style="list-style-type: none"> • What is classroom management? <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Begin spending time in your clinical practice site.
3) Tuesday January 31	<p>In class today:</p> <ul style="list-style-type: none"> • Documentation board discussion and expectations. <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Continue spending time • Develop classroom management plan
Thursday February 2	No Class Meeting
4) Tuesday February 7	<p>In class today:</p> <ul style="list-style-type: none"> • What does it mean to plan a curriculum project <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Continue in your clinical practice site • Begin first steps toward your curriculum project.
5) Thursday February 9	<ul style="list-style-type: none"> • No Formal Class Meeting: Student participating in field study time activities.
6) Tuesday February 14	<p>No Formal Class Meeting: Student participating in field study time activities.</p>
7) Thursday February 16	<ul style="list-style-type: none"> • No Formal Class Meeting: Student participating in field study time activities.
8) Tuesday February 21	<p>In class today:</p> <ul style="list-style-type: none"> • Touching base, group discussion on how plans are moving along.
9) Thursday February 23	<p>No Formal Class Meeting: Student participating in field study time activities.</p>
10) Tuesday	<p>No Formal Class Meeting: Student participating in field study</p>

February 28	time activities.
Thursday March 1	No Formal Class Meeting: Student participating in field study time activities.
11) Tuesday March 6	<p>In class today:</p> <ul style="list-style-type: none"> • Touching base on plan facilitation <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Continued facilitation of classroom research plan.
Thursday March 8	No Formal Class Meeting: Student participating in field study time activities.
Tuesday March 13	No Formal Class Meeting: Student participating in field study time activities.
Thursday March 15	No Formal Class Meeting: Student participating in field study time activities.
12) Tuesday March 20	<p>In class today:</p> <ul style="list-style-type: none"> • Touching base on plan facilitation <p>Preparation for next class: Continued facilitation of classroom research plan.</p>
Thursday March 22	No Formal Class Meeting: Student participating in field study time activities.
Tuesday March 27	No Formal Class Meeting: Student participating in field study time activities.
Thursday March 29	No Formal Class Meeting: Student participating in field study time activities.
13) Tuesday April 3	<p>In class today:</p> <ul style="list-style-type: none"> • Touching base on plan facilitation <p>Preparation for next class: Continued facilitation of classroom research plan.</p>
Thursday April 5	No Formal Class Meeting: Student participating in field study time activities.
Tuesday April 10	No Formal Class Meeting: Student participating in field study time activities.
Thursday April 12	No Formal Class Meeting: Student participating in field study time activities.
14) Tuesday April 17	<p>In class today:</p> <ul style="list-style-type: none"> • Touching base on plan facilitation <p>Preparation for next class: Continued facilitation of classroom research plan.</p>

Thursday April 19	No Formal Class Meeting: Student participating in field study time activities.
Tuesday April 24	No Formal Class Meeting: Student participating in field study time activities.
Thursday April 26	No Formal Class Meeting Documentation Boards for site classroom and local community should be complete and in place.
16) Tuesday May 1	In class today: <ul style="list-style-type: none"> • Sharing Projects Preparation for next class: Complete Formal Report of Classroom Research Project. Have turned in no later than Sunday May 6.

Course Policies:

Students are expected to arrive ready to actively participate in the study and discussion of classroom research principles and activities. Attendance is a critical component of this course and students must be prepared for active involvement in the course material.

Support Services:

The instructor is available upon appointment for additional assistance outside normal session/class hours and posted office hours

Student Support Services:

The University has many student support programs. If you need assistance please contact any of the following service programs or departments.

UAOnline

<http://uaonline.alaska.edu/>

Your resource for transcripts, accounts and other personal information

Rural Students Services

<http://www.uaf.edu/ruralss/>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS.

We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:

P.O. box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (toll free within Alaska) or (907) 474-7871

Email us at fyrss@uaf.edu

Writing Center

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314 Fax: 1-800-478-5246

* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

Library Services for off campus students

<http://library.uaf.edu/offcampus>

Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.

We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper.

Contact us at Off-Campus Services, Elmer E. Rasmuson Library

310 Tanana Loop, PO Box 756800

Fairbanks, Alaska USA 99775-6800

Phone: 1-800-478-5348 Email: fyddl@uaf.edu

For more off campus help go to:

http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html

Computer, Internet and Software

Problem: you cannot get your email Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads.

- If you are having problems with a UAF account, you will need to contact the **UAF help desk 1.800.478.4667**. If it is another company's account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email.
- Check with your email program's Help.

Problem: you forgot your password

- Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

Problem: you are having problems with Blackboard

- You will need to contact the Blackboard administrator, at: <http://classes.uaf.edu/>
Office of Information Technology Help Desk 474.6564 or 1.800.478.4667

Disabilities Services The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations. Disability services also provides assistance to the university's rural campuses; Community Technical College, Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

Questions should be directed to the Director of Disability Services at (907)-474-5655.
<http://www.uaf.edu/disability/>

UAF Office of Disability Services 612 N. Chandalar, PO Box 755590 University of Alaska Fairbanks Fairbanks, Alaska 99775-5590

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