**PRESCHOOL INTERNSHIP**

ECE 2085

3 Semester Hours

Required Course

**INSTRUCTOR**

Daniele Bond

**DESCRIPTION**

This course requires students to work with preschoolers in an early childhood setting. This is the second part of the preschool experience sequence. This course emphasizes development of interactive learning that stretches across curriculum areas. Students are expected to assume and manage the full range of teaching and care giving responsibilities for a group of preschool children. It is an expectation that students will produce a portfolio that represents a culmination of their teaching experiences throughout the degree program. This course requires access to a preschool classroom, where students complete 200 hours of in-class practice. In addition, videotaped documentation will be a reflective tool used in this course for students, mentors, and supervisors.

**PREREQUISITES**

ECE 2080 Preschool Student Teaching

**TEXTBOOKS**

Moomaw, S. & Heironymus, B. (Newest Edition) More Than Counting. St. Paul, MN: Redleaf Press.

Moomaw, S. & Heironymus, B. (Newest Edition) Much More Than Counting. St. Paul, MN: Redleaf Press.

Moomaw, S. & Heironymus, B. (Newest Edition) More Than Painting. St. Paul, MN: Redleaf Press.

Moomaw, S. & Heironymus, B. (Newest Edition) More Than Letters. St. Paul, MN: Redleaf Press.

Moomaw, S. & Heironymus, B. (Newest Edition) More Than Magnets. St. Paul, MN: Redleaf Press.

Moomaw, S. & Heironymus, B. (Newest Edition) More Than Singing. St. Paul, MN: Redleaf Press.

Deviney, J., Duncan, S., Harris, S., Rody, M., Rosenberry, L. (2010)*Inspiring Spaces for Young Children* Silver Spring, MD: Gryphon House ISBN: 978-0-87659-317-2

**OTHER RESOURCE MATERIALS**

Ohio Early Learning Content Standards, Ohio Department of Education, call (614-728-3471)

Bredekamp, S. & Copple, C. Developmentally Appropriate Practice in Early Childhood Programs 3rd Edition, Washington, D.C.: NAEYC publication

ISBN: 978-1-928896-64-7

Best Practice Videos embedded in the course

**LEARNING OUTCOMES AND ASSESSMENT**

|  |  |
| --- | --- |
| ***Upon completion of this course, the candidate will be able to:*** | **Assessments** |
| Use a variety of communication skills with preschool children to support positive self concept, scaffold learning, and encourage prosocial behavior. | Video Observation of Student Performance Activity Planning and Preschool Evaluation Tool |
| Apply positive classroom guidance strategies that encourage preschool children's self-regulation and implement effective classroom management. | Video Observation of Student Performance Activity Planning and Preschool Evaluation Tool |
| Demonstrate developmentally appropriate practice by planning preschool curriculum based on child observation and understanding of child development. | Activity Planning |
| Produce and maintain a professional portfolio based on the National Association for the Education of Young Children's standards of professional practice. | Portfolio Development |
| Apply appropriate professional behavior as a result of content knowledge received through the degree program. | Video Observation of Student Performance Preschool Evaluation Tool |

**ALIGNMENT WITH TRANSFORMATION INITIATIVE**

In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is *to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data-driven instruction*.

**STANDARDS FOR ALIGNMENT WITH CONCEPTUAL FRAMEWORK**

Candidates of the University of Cincinnati are *committed, caring, competent educators*

* With foundation knowledge, including knowledge of how individuals learn and develop.
* With content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline.
* Who successfully collaborate, demonstrate leadership, and engage in positive systems change.
* Who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity.
* Who are able to address issues of diversity with equity and possess skills unique to urban education including culturally responsive practice.
* Who are able to use technology to support their practice.
* Who use assessment and research to inform their efforts.
* Who demonstrate pedagogical knowledge, including organizing content knowledge for learning, creating supportive learning environments, instruction, grounded in scientifically based practices, maximizing the opportunity for learning, and professionalism.

**ALIGNMENT WITH SPECIALIZED PROGRAM ASSOCIATION:**

***National Association for the Education of Young Children (NAEYC)***

NAEYC Standard 1: Promoting Child Development and Learning.

Students prepared in early childhood degree pro­grams are grounded in a child development knowl­edge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s devel­opment and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

NAEYC Standard 2: Building Family and Community Relations

Students prepared in early childhood degree pro­grams understand that successful early childhood education depends upon partnerships with chil­dren’s families and communities. They know about, understand, and value the importance and com­plex characteristics of children’s families and com­munities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in early childhood degree pro­grams understand that child observation, docu­mentation, and other forms of assessment are central to the practice of all early childhood pro­fessionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documen­tation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child

NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families.

Students prepared in early childhood degree pro­grams understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, char­acteristics, and the settings within which teach­ing and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young chil­dren and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Students prepared in early childhood degree pro­grams use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students under­stand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of con­tent areas, including academic subjects, and can identify resources to deepen their understand­ing. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning out­comes for every young child.

NAEYC Standard 6. Becoming a Professional

Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early child­hood practice. They are continuous, collabora­tive learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational prac­tices and policies.

***Ohio Standards for the Teaching Profession***

Standard 1. Teachers understand student learning and development and respect the diversity of the students they teach.

Standard 2. Teachers know and understand the content area for which they have instructional responsibility.

Standard 3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Standard 4. Teachers plan and deliver effective instruction that advances the learning of each individual student.

Standard 5. Teachers create learning environments that promote high levels of learning and achievement for all students.

Standard 6: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Standard Number 7.Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

***Ohio Educator Licensure Standards for Pre-Kindergarten Education Associate Teacher***

Standard 1. Candidates apply content knowledge in early childhood learning environments.

Standard 2. Candidates create learning environments that promote growth and development and achievement for all students.

Standard 3. Candidates know and apply instructional strategies to promote students’ learning and meet the needs and interests of all students

Standard 4. Candidates construct and use varied assessments to inform instruction, evaluate, and ensure student learning in Pre-Kindergarten learning environments.

Standard 5. Candidates collaborate and communicate with students, families, other educators, administrators and the community to support student learning.

Standard 6. Candidates demonstrate responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

**ALIGNMENT WITH STATE REQUIREMENTS:**

The course is aligned with the Ohio Standards for the Teaching Profession and Ohio Academic Content Standards; Value Added Growth Measures.

**ADMINISTRATIVE POLICIES**

**ATTENDANCE**

Attendance in this class is as important as it would be if you were attending on campus. You should be logging in to the Discussion Board at least 3 days out of every week. It is extremely important to generate and participate in class discussion. You should *actively and thoughtfully* comment on your classmates' discussion questions and comments. Please remember, however, that the class Discussion Board is for the expressed purpose of discussing issues related to the course. The student’s role is to be an active participant in the dialogue. Please note that technical difficulties do not excuse the student from the responsibility of participation and other assigned work. Infrequent and inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as lead to a lower grade.

**WITHDRAWAL**

Candidates should consult the Registrar’s web site for information about withdrawal from courses. There are specific dates for online withdrawal - dates related to your responsibility for payment (even for classes that are dropped). Before withdrawing please consider if withdrawal could affect your academic progress toward the completion of a degree. See your academic advisor for assistance. Withdrawal may also negatively impact your eligibility to receive federal financial aid in future terms.

**ACADEMIC INTEGRITY**

The University Rules, including the Student Code of Conduct, and other policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate). Student Code of Conduct: <http://www.uc.edu/conduct/Code_of_Conduct.html>

**ELECTRONIC COMMUNICATION POLICY**

Students are expected to check their email and Blackboard course sites at least twice a week for possible announcements regarding the class. When emailing the instructor, please make sure you sign your name. Include the course name and section number in the subject line of your email. The instructor usually checks email at least every other day, however, a situation may arise where this is not possible. Do not wait until the last day before an assignment is due to contact your instructor if you have questions. Emails are considered private documents between the sender and the receiver. Permission from the sender is required before forwarding to another.

**EDUCATIONAL ACCOMMODATIONS**

Any candidate with an identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that can negatively influence her/his performance should schedule contact the instructor so that reasonable provisions may be made to ensure an equal opportunity to meet all course requirements.

**GRADING**

Grades are calculated using a percentage of the total points and letter grades are assigned as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Final Percentage | Final Grade | Final Percentage | Final Grade |
| 94 – 100 | A | 74 – 76 | C |
| 90 – 93 | A- | 70 – 73 | C- |
| 87 – 89 | B+ | 67 – 69 | D+ |
| 84 – 86 | B | 64 – 66 | D |
| 80 – 83 | B- | 60 – 63 | D- |
| 77 – 79 | C+ | < 60 |  |

**COURSE SCHEDULE AND TOPICS**

|  |  |
| --- | --- |
| ***WEEK*** | ***TOPIC*** |
| 1 | Introduction – Teaching and Learning Process |
| 2 | A Framework for Reflective Teaching |
| 3 | Creating a Classroom Culture |
| 4 | Planning for Science and Large Motor |
| 5 | Enhancing Curriculum |
| 6 | Bring Yourself to Teaching and Learning |
| 7 | Coach Children to Learn |
| 8 | Planning for Music and Group Time |
| 9 | Learning with Children |
| 10 | Adapting Curriculum |
| 11 | Leadership and Advocacy |
| 12 | Planning for Lead Teaching |
| 13 | Pulling it All Together Portfolio Development |
| 14 | Portfolio Compilation |
| Exam Week | Course Wrap-up |