

EASTERN MENNONITE UNIVERSITY
ED 221 Professional Field Experience (PFE) Early Childhood
Fall 2011

Course Instructors: Tracy Hough, MA
Rachel Diener

Class Time: TBA

Location: Early Learning Center

Semester Hours: 2 SH

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Course Description:

Professional Field Experience (PFE) is a practicum experience in a nursery school or day care center designed to help you increase your understanding of young children. Throughout the experience you will have an opportunity to interact with a master teacher as she assigns tasks and responsibilities to you. You will be asked to prepare learning environments, manage learning centers, and assist children with responsibilities. A 40-hour practicum at EMU's laboratory school, the Early Learning Center, is required.

Teacher Candidate Performance Outcomes

Scholarship: to acquire knowledge through the liberal arts, Global Village General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning setting high expectations.

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

Course Objectives:

EMU teacher candidate goals/outcomes are referenced in parentheses following each course objective.

Upon completion of the course the student will:

1. acquire skill in planning and scheduling developmentally appropriate learning experiences for young children, which facilitate learning in all curriculum areas. (S, PK)
2. examine criteria for selecting appropriate material and equipment to provide a safe, healthy learning environment. (PK, Ca)
3. gain understanding in the need to communicate and collaborate with parents and professional colleagues to gain a broader knowledge of the child and the family context. (Co, L)
4. recognize the professional and legal responsibilities of the early childhood educator. (PK)
5. demonstrate an ability to locate and use relevant professional literature, resources, and experiences to develop principles of effective practice. (I, PK, Ca)
6. demonstrate the ability to plan and implement developmental appropriate instruction into the learning environment of the classroom. (PK, I)

Academic Integrity:

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility

are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2011-12 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Students at Eastern Mennonite University are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For this class, you will submit your papers to Turnitin from Moodle. When grading your work, I will interpret the originality report accordingly, and I will follow the Academic Integrity Policy as appropriate. For more information about and a demo of Turnitin, please see this site: <http://turnitin.com/static/>. Note that submitted papers become part of the Turnitin.com database.

Disability Statement

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

Writing Tutors:

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access WOnline through myEMU.

Course Assignments:

1. Complete 40 hours of work at the Early Learning Center

Contact the Director of the Early Learning Center (ELC) to develop a weekly practicum schedule with that can be adhered to consistently. You should plan on **4 hours per week for 10 weeks**. Additional time is required from time to time to meet with your instructor. This will be arranged as needed. Upon arrival at the ELC, sign in on the sheet provided for you. Your hours at the school will include preparation, planning, and clean up. Once your schedule is set, you need to abide by it as a professional teacher would. This means calling well in advance if there is going to be any time missed, being punctual, making up times missed, and engaging in the operations of the nursery school as instructed by the Director.

2. Keep a journal reflection of your activities and observations

Write *at*

least one typed page for each week and e-mail it to hought@emu.edu each week. Your reflections should be from all of the classes that you observe, but only one per week. Answer the following questions in each entry:

- 1) What did I learn today?
- 2) How did I learn it?
- 3) What am I still thinking about or processing?

Be careful not to simply write down everything you did. I know what you did. I want to know what you learned. This is reflective thinking, which will aid your growth throughout your life. (see handout for a more detailed explanation.)

3. **Reading and Reflecting.** Choose 3 articles from a professional educational journal. Use the non-fiction literature circle format (see enclosed handout) to support your thinking and write-up. Please plan to turn in your reflections on the day that you meet with your instructor. You will present your article and write up during our time together. Meetings will be scheduled by the two of us on our first meeting, initiated by the student.
4. **Teach two lessons to small groups of children or teach one lesson and create one documentation on one child.** Your lessons may deal with any subject area and will be implemented with the entire classroom or one small group at a time. You will discuss your lesson topic with Rachel Diener. Between the two of you, you will set dates for the two lessons and discuss the lesson format and topic. Your lesson plans need to be typed and shown to Rachel one week in advance of your lesson date.
Check the preschool for all supplies that you will need for your lesson before making any purchases. You will be reimbursed for anything that you buy (if not available at the ELC), **excluding** the tax, if you turn in your receipt to Sara Halteman in the Education Office. **Please consult with Rachel prior to purchasing any supplies.** Following your lesson, you will need to complete the self-evaluation/reflection part of your lesson plan. Follow the lesson plan template for EMU's PreK-3/PreK-6 program.
5. **One-on-one conferences with course instructors.**
After you have arranged your practicum schedule with the Director of the ELC, please contact Tracy Hough to schedule **three** 30-minute one-on-one conferences to discuss your progress in the PFE and the articles you have read for assignment 3. Schedule a **fourth** one-on-one conference near the end of the semester to review the documentation that will go in your permanent file (explained below).

Grading Scale:

This course will be graded on a pass/fail basis. There is no exam. An evaluation of your overall experience, written by the course instructors and signed by you, will go in your permanent file. Criteria for evaluation and pass/fail grade include:

1. Attendance and participation in activities as assigned.
2. Thoroughness and significance of your observations as recorded in your journal.
3. Professionalism in your interactions with children, parents, teachers, and staff.
4. A thoughtful article review.
5. Developmentally appropriate lesson plans.

Field Experience Journal Reflection

Objective:

Reflect on your field experience by recording observations, reflecting on your actions, making connections to class content, and asking questions.

What is due:

You will write a weekly field placement reflection journal. This should work out to be an entry per week. Each entry should be about one page handwritten or half a page typed, submitted via email to hought@emu.edu within 48 hours of your weekly practicum. The entries should be more of a reflection than documentation of what you did.

What to write:

The assignment is open-ended. Think about your experiences each week and respond to the following; what you saw, what you heard, what you did, what you wonder, how you felt, etc. and record those thoughts.

You may reflect in one or more of the following ways:

Observations: What did you notice about the environment, the students, the lessons? What worked? What was hard? What was fun? How did students respond to lesson? How did the teacher engage the students, etc. WHAT ARE YOUR THOUGHTS ON WHAT YOU OBSERVED?

Connections: What connections do you see between what you have learned in the past and what goes on in your field experience?

Reflection on your own practices: Write about what you did, how it went, and what you learned. Think about what you did well and what you would have done differently next time.

Questions: What questions were raised and/or answered by you work in this field experience?

These are just ideas. You may have other things to say.

Name _____

Nonfiction Literature Circles: JIGSAW
From *Literature Circles* by Harvey Daniels
Response Form for Journal Entries from Article Readings

Title: _____
Author: _____

Directions: Read and respond in the following format to a self-selected article for an early childhood education journal. The journal, *Young Children*, is a good starting point.

Summary: Write down a brief summary of your reading and some personal reactions.

Connections: What personal connections did you make with the text (self, school, world, other texts)? Identify specific quotes from the text that helped you make a connection. These sections jumped out as you read (important, puzzling, well-written, controversial, or striking in some way). (You may present this section as a double entry--see below.) Please make at least 3 connections.

Quote from the text:	Describe and reflect on the connection made to the text (quote).
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Questions: What questions does this piece raise?

Connection to practice: How can you connect this new information to your teaching or your experience at the ELC?