



Turtle Mountain Community College
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www.tm.edu

ECE415 Student Teaching Pass/Fail
Instructor: Kathy Jo Henry
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Class Meeting Time:
Office Hours: Posted in TED Office

Course Description: This course is designed to provide the pre-service teacher candidate an opportunity to put into practice the skills competencies, and dispositions of effective teaching of young children. It is the culmination of all professional education and curriculum content courses which comprise the Early Childhood Education Program.

Course Goals: Student teaching is an important aspect in the assessment of the student's development of appropriate practices. Through on-site observation of the student teacher in an early childhood setting, the college supervisor is able to assess the student's competence in all areas of his/her work with young children. The Cooperating Teacher serves as a model and guides the student through day-to-day planning, curriculum development, and implementation of developmentally appropriate practices. The College Supervisor and Cooperating Teacher work together to ensure continued development of the teacher candidate's knowledge, skills, attitudes, and dispositions suitable for teaching young children.

Course Objectives:

1. Plan and implement effective, developmentally appropriate lesson plans that support student learning for both individual students and groups of students.
2. Establish environments for students that support development and learning.
3. Communicate and network with family members of all classroom students to support student development and learning.
4. Analyze what guidance/disciplinary techniques work best, and state why.

Required Text/Materials

- Machado, Jeanne & Botnarescue, Helen (2008). Student Teaching: Early Childhood Practicum Guide (6th Ed.). Clifton, NJ: Thomson Delmar Learning,
- TMCC Kindergarten Student Teaching Handbook, TMCC Teacher Education Department

Methods of instruction: Includes direct instruction, small group activities, student presentations and field-based applications with both kindergarten and primary classrooms.

Cultural Content: The culture of the Turtle Mountain Bank of Chippewa will be integrated throughout this course to enhance the awareness of the cultural and social heritage of the Anishanabe people.

Your Rights and Responsibilities: If you have special learning or physical disabilities (formally diagnosed), you have legal rights to course modification. Please identify yourself to the professor so that he/she may assist you with your course progress.

Attendance/Class Participation: Active participation of all activities, observations and instruction of young children is required; therefore, attendance is very important and will count toward final course grades. **Unexcused absences** will be subject to a loss of (10) grade points for each unexcused absence. If you are ill or have a family emergency, please notify the instructor by email.

Performance Assessments: students are expected to complete all class readings prior to each class session so as to engage in active dialogue, sharing of ideas and reflection to engage in productive learning. Students are expected to integrate course readings and class information into their written assignments to demonstrate knowledge of content matter. An evaluation of your papers, assignments, projects, in-class discussions, small and large group presentations, and participation will determine whether or not you've met the instructional objectives for the course. Scholarship, initiative, cooperation, attitude and improvement will also be taken into consideration.

Statement of Academic Honesty: Scholastic honesty is expected. Dishonesty includes cheating, plagiarism, and collusion. Students are expected to do individual work unless directed by a project and or permission is given. If dishonesty is found, the student will be reported to the Academic Dean.

Course	ND Standards	Objectives	Artifacts	INTASC	NAEYC
ECE 415 Student Teaching Seminar Kindergarten-Grade 3	50037.8 Technology 50037.9 Supervised Field Experience 50037.10 Basic principles of administration, organization, leadership and operation of EC programs	*Plan and implement effective, developmentally appropriate lesson plans that support student learning for both individual students and groups of students. *Establish environments for students that support development and learning *Communicate and network with family members of all classroom students to support student development and learning. *Analyze what guidance/disciplinary techniques work best, and state why. *Demonstrate knowledge of basic administrative duties in an early childhood program.	<ul style="list-style-type: none"> ➤ Lesson Plans ➤ Reflective Writing Report ➤ Power point presentation ➤ School experience check list ➤ Final Project 	#1 The teacher understands the central concepts, tools of inquiry, and structure of the discipline they teach and can create learning experiences that make these aspects of subject matter meaningful to students. #2: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and emotional development. #10: The teacher fosters relationships with school, colleagues, parents, and agencies in the community to support students and their well	#1 Promoting child development and Learning #2 Building Family and community Relationships #3 Observing, Documenting, and Assessing to Support Young Children and Families #5 Using content Knowledge to Build Meaningful Curriculum #6 Becoming a Professional

Course Schedule:

Week	Topics	Assignments
Week 1 Chapters 1 – 2 Intro To Student Teaching Developing a Teaching Style	<ul style="list-style-type: none"> • Mechanics of Student Teaching • Goals • Preparing for your first day • Teaching Styles • Your Values 	Read pp 2-56 Self Reflection Paper
Week 2 Chapter 3 Being Observed: Discovering Your Competencies Chapter 5 Instructional Planning	<ul style="list-style-type: none"> • Clinical Supervision • Self-Perception • Goal of Observation • Identifying Child Interests & needs 	Read pp 66-96 Read pp 131 – 162
Week 3 Chapter 6 Classroom Management	<ul style="list-style-type: none"> • Guidance or Discipline • Child Empowerment • Strategies • Guidance techniques 	Read pp 184 – 217 Complete Discipline Plan
Week 4 Chapter 9 Common Problems of Student Teachers	<ul style="list-style-type: none"> • Role of Communication • Listening • Problem Solving 	Read pp 293 – 323 Case Scenario
Week 5 Chapter 10 Student Teachers and Families	<ul style="list-style-type: none"> • Interacting with families • Home Teacher Partnerships • Communication 	Read – 328 – 352 Case Scenario Role Play Parent/Teacher Conferences
Week 6 School Assignments Review of Student Teaching Handbook	<ul style="list-style-type: none"> • Paperwork • Weekly Assignments • Professionalism 	

Refer to Kindergarten Student Teaching Handbook for requirements during your student teaching experience.