



Turtle Mountain Community College  
P.O. Box 340, Belcourt, North Dakota 58316  
Tele: (701) 477-7862 Fax: (701) 477-7807



ECE416 Student Teaching Seminar  
Pass/Fail  
1 credit  
Instructor: Kathy Jo Henry  
Email: [khenry@tm.edu](mailto:khenry@tm.edu)  
Class Meeting Time: T-4:30 p.m.5:20

**Course Description:** Discussion of current experiences in the classrooms are an integral component of this seminar, which is partly an opportunity to offer advice and to support pre-service teachers with practical ideas of how to apply what they've learned in their previous courses. This course is taught alongside ECE 414 and 415 Student Teaching.

**Course Goals:**

1. Completion of Early Childhood Teacher Electronic Portfolio
2. North Dakota Public Instruction Licensure for Birth –Grade 3
3. Addressing InTASC Principles & Early Childhood Guidelines

This practicum provides opportunities for pre-teacher candidates to integrate theory and practice in early childhood education. Students will provide competency presenting their artifacts and reflections within their electronic portfolio

**Required Text/Materials**

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

**Methods of instruction:** This is a clinical experience that provides pedagogical experience for the pre-service teacher candidate. Students are expected to abide by their cooperating mentors in the school's required schedules. The bi-weekly seminars are designed to facilitate the development of knowledgeable, skillful, thoughtful, and committed professionals. Pre-teacher candidates will work closely with their cooperating teacher mentor and gain experience and skills needed to be effective classroom teachers.

**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 416  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.	➤ Lesson Plans ➤ Reflective presentation ➤ School experience check list  Electronic Portfolio	#1 The teacher understands the central concepts, tolls 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 being.	#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"> <li>• Mechanics of Student Teaching</li> <li>• Goals</li> <li>• Preparing for your first day</li> <li>• Teaching Styles</li> <li>• Your Values</li> </ul>	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"> <li>• Clinical Supervision</li> <li>• Self-Perception</li> <li>• Goal of Observation</li> <li>• Identifying Child Interests &amp; needs</li> </ul>	Read pp 66-96  Read pp 131 – 162
Week 3  Chapter 6 Classroom Management	<ul style="list-style-type: none"> <li>• Guidance or Discipline</li> <li>• Child Empowerment</li> <li>• Strategies</li> <li>• Guidance techniques</li> </ul>	Read pp 184 – 217  Complete Discipline Plan
Week 4  Chapter 9 Common Problems of Student Teachers	<ul style="list-style-type: none"> <li>• Role of Communication</li> <li>• Listening</li> <li>• Problem Solving</li> </ul>	Read pp 293 – 323  Case Scenario
Week 5  Chapter 10 Student Teachers and Families	<ul style="list-style-type: none"> <li>• Interacting with families</li> <li>• Home Teacher Partnerships</li> <li>• Communication</li> </ul>	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"> <li>• Paperwork</li> <li>• Weekly Assignments</li> <li>• Professionalism</li> </ul>	

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