

The University of Nevada, Reno
HDFS 231
PRACTICUM WITH CHILDREN AND FAMILIES
Fall 2008

INSTRUCTOR: Michelle Hammond

PHONE: 784-7008-work 762-3590-cell (only if you must contact me ASAP)

EMAIL: PLEASE USE WEBCAMPUS

Alternate: samples@unr.nevada.edu (only if WebCampus is down)

OFFICE HOURS: by appointment, located in Sarah Fleishman Bldg Room 203

Location of Practicum and contact information:

SFB – 784-6762

Infants: Arryell and Heather 784-4240

Ones: Kelley and Amanda 784-8255

Twos: Geri and Jennifer 784-8256

Threes: Diana 784-8257

Fours: Heike 784-8258

11th St. - 784-4533

Pre-K: Minoo

Kindergarten: Jenna and Shari

COURSE DESCRIPTION:

Students will observe and work with children and their families in a high quality infant, toddler, or preschool setting **and** a public elementary school pre-K-2nd grade classroom. This section is designed for students with an Early Childhood Education focus.

COURSE OBJECTIVES:

1. Students will gain practical experience, as well as professional skills, in the education of young children, while working with children and their families in an infant, toddler, or preschool setting **and** an elementary school setting.
2. Students will gain understanding in the developmental domains of young children, ages 0-8.
3. Students will learn about developmentally appropriate principles in early childhood education.
4. Students will be given an introduction to applying principles of the constructivist approach.
5. Students will plan, prepare and implement at least four to six developmentally appropriate activities.
6. Students will facilitate the children's learning and development within the daily routines of each classroom setting.
7. Students will become familiar with tools, procedures, and purposes of observation in an infant, toddler, or preschool setting **and** an elementary school setting.

THERE ARE NO TEXTBOOKS FOR THIS COURSE!

ACCORDING TO STATE LICENSING LAWS, ALL STUDENTS ENROLLED IN PRACTICUM MUST HAVE A COPY OF CURRENT TB TEST RESULTS ON FILE WITH THE CFRC BEFORE BEGINNING WORK IN THE CENTER.

COURSE REQUIREMENTS:

1. ATTENDANCE/PARTICIPATION: 26 days – Mandatory to pass class

You will spend the majority of your time interacting directly with the young children at the one of the following sites: 11th Street Center, the Sarah Fleischmann Building (SFB) site and either Peavine Elementary School or Roland Melton Elementary School. You are required to be in the classroom working with, and interacting with the children. Students should sit and participate during ALL group times and interact with children while in the classroom and when children are outdoors.

If you can not attend practicum hours you must notify the Practicum instructor as soon as possible (phone numbers above), and leave a message for the classroom teacher. Attendance is required and any missed hours must be made up on your own time and must be made-up within a two week period of the missed hours. If the hours are not made up within the designated two week period, you will be dropped by one letter grade for each day missed. If you miss more than 7 hours of practicum that are not made up, you will not receive a passing grade for the course regardless of the work you completed. This includes “excused” absences! NO EXCEPTIONS!!!! This class requires practical experience in a classroom, which you can not get if you do not attend class.

Practicum Student Evaluations will be completed by lead classroom teachers for both placements. These evaluations will be used to determine the practicum student’s overall grade. Points WILL be deducted for poor evaluations.

SFB and 11th Street Sites:

Mondays and Wednesdays from 9am to 12:30pm with a feedback session scheduled from 12:00 to 12:30pm every Monday located in the Sandra Neese Lounge in the SF building (room 104). Please sign in and out each day, by using the Practicum Sign In/Out sheet located on a clipboard at 11 St. and under the Parent Sign In/Out sheets at SFB. Practicum students are required to wear their pink “UNR” name tag at all times.

Elementary School Sites:

Mondays and Wednesdays from 9:00am to 12:30pm, with a feedback session scheduled in the classroom each week. Students will need to sign-in at the front desk of the school’s office every morning and wear their pink name tag at all times. Should a student need to make-up practicum hours missed, please write “Make-up” in the comments box on your timecard and highlight the line with a yellow marker.

2. CFRC ASSIGNMENTS:

a. CLASSROOM ASSIGNMENTS – 5@ 15pts ea = 75 points

Students will complete six classroom assignments. The instructor will give each student the necessary forms and directions for completing the observations/assignments. Forms may be handwritten, as long as the instructor can read them. Points will be deducted for late papers and grammatical errors.

b. PROJECT: IMPLEMENTATION OF 6 ACTIVITIES – 6@ 25pts each = 150 points

Students will work closely with the lead teacher(s) to implement 6 activities that are aligned with a project already occurring in the classroom. These activities need to be both developmentally appropriate and based on the children’s interests. All activities need prior approval from the instructor and lead teacher(s). Learning needs to be visible in the activities and may integrate several content areas and developmental domains. Students will be responsible for clean-up of their activities.

c. PROJECT REFLECTION JOURNAL- 1 reflection; 6 plans; 6 evaluations = 50

Students will keep a journal throughout the process of the project. One entry will be completed in the planning stage of the project as a whole. Students will also write an activity plan before each activity is implemented and an activity evaluation after the activity has been implemented. Journal entry forms will be provided both electronically and in paper form. You will turn these in for my evaluation each time they are due, and add them to your journal after they are handed back. If you will need to use your activity plan in class, please make 2 copies and give one to me. If your plan is not completed on time and reviewed by both myself and your lead teacher(s), you may NOT implement your plan. Journals may be handwritten as long as they are legible.

3. ELEMENTARY SCHOOL ASSIGNMENTS:

a. ELEMENTARY SCHOOL ASSIGNMENTS: 4 @ 15 pts each = 60 points

Students will complete twelve classroom assignments. The instructor will give each student the necessary forms and directions for completing the observations/assignments. Forms may be handwritten, as long as they are legible. Points will be deducted for sloppy writing, late papers and grammatical errors.

b. CLASSROOM ACTIVITIES: 8@ 10 pts each=80 points

You will engage in and/or lead several small group and individual activities during your time in the classroom. At the end of your second week, you will turn in a plan that you have developed with your teacher. This plan should outline what you will be responsible for during the remaining time in the classroom. The plan should include adequate time leading small groups such as centers or reading groups. The plan can also include individual time working one on one with children, pulling individual children or small groups of children out of the classroom, or even whole group instruction IF both you and your lead teacher are comfortable with this. The plan is flexible as long as I know what you are doing. For each activity, you should take on the leadership role, and later write a short summary of what it was you did and how it went. (You may be responsible for many other activities throughout your experience, but only 8 need to be reflected and documented).

c. JOURNAL ENTRY: 8 @ 10 points each; 4 @ 12 points each = 128 points

Students will complete a Journal Entry form for **each day** of elementary school practicum and turn them in each Monday. Instructor will provide the form, but practicum students are encouraged to add more details.

d. PARTICIPATION IN WEBCAMPUS DISCUSSIONS: 7 @ 10 points each = 70 points

There will be several discussions taking place on WebCampus in which you are expected to contribute. Part of being an effective teacher is being able to reflect upon your experiences in the classroom, discuss them with others, and learn from it. This will be the goal of the discussions. You will make posts and respond to peers' posts as well, to keep some good conversation going. There will be one discussion per week that you are required to participate in. In addition, you must contribute to at least one other non-required discussion thread per week. Original posts for the required discussion thread will be due by 11:59 PM every Wednesday, and the responses as well as the posts on the non-required thread will be due by 11:59 PM every Saturday.

All assignments can be emailed to the instructor, or placed in the instructor's "drop boxes" located in the HDFS office (SFB 212). You may also hand them to the instructor in person.

4. Final

a. COMPARE & CONTRAST PAPER: 100 points

Students will reflect upon course content and practicum experience to write a paper comparing and contrasting the different learning environments they were exposed to. The PAPER should include the practicum student's thoughts and ideas of their overall impression of the classrooms (arrangement of room, materials the teacher used to help the children learn, organization skills, things the practicum student liked or didn't like about the

teaching strategies implemented, activities the practicum student would like to implement in their own classrooms, etc.). The paper will also include a section comparing **and** contrasting the two classrooms, as well as the other philosophies that were discussed and observed over the course of the semester. The paper should be four to six pages, typed. Points will be deducted for late papers, grammatical errors, and if the body of the paper doesn't include an introduction and conclusion. Detailed instructions will be handed out at a later date.

GRADING:

1. ATTENDANCE (Practicum Evaluations)		MANDATORY
2. CFRC PLACEMENT:		
5 Observations/Assignments	@ 15 pts	= 75 points
Project: 6 Activities	@ 25 pts each	= 150 points
1 Project Journal	@ 50 pts	= 50 points
 3. Elementary School Placement:		
4 Assignments/Observations	@ 15 pts each	= 60 points
8 Classroom Activities	@ 10 points each	= 80 points
8 Journal entries w/ activity write-ups	@ 10 points each	= 80 points
4 Journal Entry entries	@ 12 pts each	= 48 points
7 WebCampus Discussions	@ 10 points each	= 70 points
 4. Comparison & Contrasting Paper		 = 100 points
TOTAL POSSIBLE POINTS		710 points

The grading scale is not based on a percentage system, but on a point value system.*

Grading Scale:	710 points - 690points = A
	689 points - 650 points =B
	649 points - 630 points =C
	629 points - 610 points =D
	609 points and below =F

***Please note that this is not your typical percentage system. The point range is very low for each grade. Missing ONE assignment could drop you one letter grade!! Because of the nature of a practicum course, you MUST complete all assignments and hours!!**

*****IMPORTANT INFORMATION*****

*Students are required by law to have a copy of current TB test results on file with the CFRC prior to working in the classroom. Please remember that you must act and dress professionally while in the classroom. Confidentiality at the CFRC and Elementary Schools is very important. If you need to discuss an issue please see the instructor or one of the head teachers.

Late Assignment Policy: I will accept late assignments up to ten days after the due date; however, they will be deducted at 10% per day (this includes weekends). If you are having trouble getting an assignment done, please speak to me before the due date.

Academic Dishonesty: Cheating and Plagiarism, as defined in subsection C of the University of Nevada, Reno Student judicial code, will not be tolerated in this course. Suspected cases will be administered in accordance with the policies set forth by the Student Judicial Affairs.

American with Disabilities Act:

The University of Nevada, Reno is committed to equal opportunities in education for all students. This includes students with documented physical disabilities and documented learning disabilities. It is the responsibility of the student to contact instructors by the end of the first week of class each semester to provide documentation of the disability. At this time reasonable accommodations will be made which will ensure equity in grading, classroom experiences, and outside assignments. The staff of Disabled Student Services must be present at any and all negotiations. All arrangements must be made by the student.

Student Services: Student Services provides a wide range of services to help the student, from career and personal counseling to much, much more. Call Dave Hansen at the Students Services 784-4898 for more direction.

Writing Center: for help with the writing process.

Student Learning Outcomes:

The HDFS department is engaged in ongoing assessment of how effectively our undergraduate and graduate programs are preparing students for their professional careers. Mastery of five **student-learning outcomes** will be assessed when you graduate from the program.

HDFS 231 contributes to the fifth student learning outcomes for the HDFS undergraduate program in the following ways:

5. Demonstrate the ability to apply field-related knowledge, theory, and practices in a professional setting.

This standard is introduced in this course as students spend a certain number of hours in a childcare setting each week. They are able to observe classroom teachers' practices and are assessed for their understanding of principles through write-ups, discussions, and evaluations.

ECE PRACTICUM SEMESTER OUTLINE: SFB & 11th STREET

DATE	Classroom Work and Discussion Material	Assignments Due
Week 1		
Monday, 8-25	Orientation: 9-12:30. Meet in SFB Sarah Neese Lounge.	
Wed. 8-27	Meet from 9:00-10:00. Discuss handbook and assignments SF center students: Walk to classrooms at 10:00 11 th St. & Comstock: Walk to classrooms at 10:30 You will be in your classrooms until 12:30: Complete Daily Schedule, Classroom Rules, and Names of Children assignment	Handbook should be read
Week 2		
Monday 9-1	Labor Day: No Practicum	
Wednesday 9-3	In Classrooms from 9-12:30: Do Principles of Reggio assignment	Schedule, Rules, and Names of Children assignment
Week 3		
Monday 9-8	In classrooms from 9-12 Do Environmental Assessment assignment Meet at 12:00 to discuss assignments and experience	Principles of Reggio
Wednesday 9-10	In Classrooms from 9-12:30: Do a General Observation	Environmental Assessment
Week 4		
Monday 9-15	In Classrooms from 9-12: Do Guidance Observation assignment Meet at 12:00 to discuss assignments and experience	1 General Observation
Wednesday 9-17	In Classrooms from 9-12:30: Complete the project reflection journal Start Planning Activities – discuss ideas with lead teacher(s) & instructor	Guidance Observation Project/Activity ideas
Week 5		
Monday 9-22	In Classrooms from 9-12: Continue Planning Activities – receive final approval from lead teacher(s) and instructor. Email items needed for projects.	Project Reflection Journal Activity plan #1
Wednesday 9-24	In Classrooms from 9-12:30: Implement Activity #1	Activity plan #2

Week 6

Monday 9-29	In Classrooms from 9-12: Implement Activity #2 Meet at 12:00 to discuss Activities and other experience	Activity evaluation #1 Activity Plan #3
Wednesday 10-1	In Classrooms from 9-12:30: Implement Activity #3	Activity evaluation #2 Activity Plan #4

Week 7

Monday 10-6	In Classroom from 9-12: Implement Activity #4 Meet at 11:45 to discuss activities and other experience	Activity evaluation #3 Activity Plan #5
Wednesday 10-8	In Classrooms from 9-12:30: Implement Activity #5	Activity evaluation #4 Activity Plan #6

Week 8

Monday 10-13	In Classrooms from 9-12: Implement Activity #6 Meet at 11:45: Discuss Activities.	Activity Evaluation #5
Wednesday 10-15	In Classrooms from 9-12:30: Wrap-up and good-byes.	Activity evaluation #6

Semester Outline: Elementary School Placement

Week 9		
Monday 10-20	In classrooms from 9-12:30: Do Daily Schedule & Classroom Rules Observation assignment Write a journal entry Don't forget to sign in at the office!!	
Wednesday 10-22	In classrooms from 9:00-12:30: Complete Environmental Assessment Write a journal entry	Schedule, children, and rules assignment Post Discussion
Week 10		
Monday 10- 27	In Classrooms from 9:00-12:30: Complete General Observation assignment Write a journal entry	Environmental Assessment
Wednesday 10-29	In Classrooms from 9:00-12:30: Do guidance observation Write a journal entry	General Observation Post Discussion
Week 11		
Monday 11-3	In Classrooms from 9:00-12:30: Complete Activity and write about it. Write a journal entry.	Guidance Observation
Wednesday 11-5	In Classrooms from 9:00-12:30: Complete Activity and write about it. Write a journal entry.	Post Discussion
Week 12		
Monday 11-10	In Classrooms from 9:00-12:30: Complete Activity and write about it. Write a journal entry	
Wednesday 11-12	In Classrooms from 9:00-12:30: Complete Activity and write about it. Write journal entry	Post Discussion
Week 13		
Monday 11-17	In Classrooms from 9:00-12:30: Complete Activity and write about it. Write a journal entry.	
Wednesday 11-19	Meet from 9-12:30: Discuss overall experience. Overview of Waldorf and Montessori Education. Discuss center tour.	Post Discussion

Week 14		
Monday 11-24	Go on Center Tour: Waldorf School and possibly others.	
Wednesday 11-26	Discuss the center tour. Discuss Literacy. Guest Speaker Shari Roberts on Literacy. Make Literacy Folders	Post Discussion
Week 15		
Monday 12-1	In Classrooms from 9:00-12:30: Complete Activity and write about it. Write a journal entry.	
Wednesday 12-3	In Classrooms from 9:00-12:30: Complete Activity and write about it. Write a journal entry.	Post Discussion
Week 16		
Monday 12-8	In Classrooms from 9:00-12:30: Complete Activity and write about it. Write a journal entry.	
Wednesday 12-10	Dead Day	
Finals Week		
Thursday 12-11	Meet from 9:45-11:45.	Paper due

Week 14		
Monday 11-24	Go on Center Tour: Waldorf School and possibly others.	
Wednesday 11-26	Discuss the center tour. Discuss Literacy. Guest Speaker Shari Roberts on Literacy. Make Literacy Folders	Post Discussion
Week 15		
Monday 12-1	In Classrooms from 9:00-12:30: Complete Activity and write about it. Write a journal entry.	
Wednesday 12-3	In Classrooms from 9:00-12:30: Complete Activity and write about it. Write a journal entry.	Post Discussion
Week 16		
Monday 12-8	In Classrooms from 9:00-12:30: Complete Activity and write about it. Write a journal entry.	
Wednesday 12-10	Dead Day	
Finals Week		
Thursday 12-11	Meet from 9:45-11:45.	Paper due