A. **Academic Division:** Education, Professional & Public Services  

B. **Discipline:** Early Childhood Education  

C. **Course Number and Title:** ECED2111 Student Teaching Seminar  

D. **Course Coordinator:**  
   Assistant Dean: Deb Hysell

**Instructor Information:**  
- Name: Click here to enter text.  
- Office Location: Click here to enter text.  
- Office Hours: Click here to enter text.  
- Phone Number: Click here to enter text.  
- E-Mail Address: Click here to enter text.  

E. **Credit Hours:** 2  

F. **Prerequisites:** ECED1351, ECED2050  
**Corequisite:** ECED2110m  

G. **Syllabus Effective Date:** Fall, 2017  

H. **Textbook(s) Title:**  
   - *Anti-Bias Education for Young Children & Ourselves*  
   - Author: Louise Derman-Sparks & Julie Olsen Edwards  
   - Year: 2010  
   - Edition: 2nd  
   - ISBN #978-1928-8966-78  

   *Developmentally Appropriate Practice in Early Childhood Programs: Serving Children from Birth through age 8*  
   - Author: Carol Copple and Sue Bredekamp  
   - Year 2009  
   - Edition: 3rd  
   - ISBN #978-1928-8966-47  

I. **Workbook(s) and/or Lab Manual:**  
   - *Ohio Early Learning and Development Standards (provided)*  
   - *Starting Small: Teaching Study Guide (provided)*  

J. **Course Description:** This seminar will meet at least two hours each week to allow students to discuss, evaluate and reinforce their student teaching experience. Expectations of being a professional, current trends and issues in early childhood will also be discussed. Anti-bias education will be examined, including
self-understanding and facilitating an anti-bias curriculum. Students must receive letter grade of “B” or higher and pass the current Ohio Educator Assessment in order to apply for state licensure.

K. College-Wide Learning Outcomes

<table>
<thead>
<tr>
<th>College-Wide Learning Outcome</th>
<th>Assessments - - How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication – Written</td>
<td>Anti-bias project—week 13 or 14</td>
</tr>
<tr>
<td>Communication – Speech</td>
<td>Intercultural Knowledge and Competence VALUE Rubric</td>
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<tr>
<td>Intercultural Knowledge and Competence</td>
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<tr>
<td>Critical Thinking</td>
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<td>Information Literacy</td>
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<td>Quantitative Literacy</td>
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</table>

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Course Outcomes</th>
<th>Assessments – How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAEYC 1. Promote Child Development and Learning</td>
<td>Actively research new information about child development and learning using multiple sources, including technology. NAEYC#1a,b, Demonstrate a thorough knowledge of theories and current research in all areas of child development and learning. NAEYC#1a,b</td>
<td>Resource File – Week 8 or 9 Learning Experience Plans (LEP’s) – Weeks 5, 6, 7, 8, 9, 10 Week-long plans—Weeks 11, 12, 13, 14</td>
</tr>
<tr>
<td>1.b. Demonstrate an understanding of the multiple influences on early development and learning.</td>
<td>Demonstrate that theory and research supports families as young children’s primary teachers. NAEYC#4a</td>
<td>Developmental Summary or Case Study – Week 14 or 15 Anti-bias education project Weeks 3-13</td>
</tr>
<tr>
<td>1.c. Create healthy, respectful, supportive, and challenging learning environments for young children.</td>
<td>Apply knowledge of child development when planning management of entire classroom</td>
<td>Week-long plans—Weeks 11, 12, 13, 14</td>
</tr>
<tr>
<td>NAEYC 2. Build Family and Community Relationships</td>
<td>Describe several types of diversity encountered in early childhood programs</td>
<td>Anti-bias education project Weeks 3-13</td>
</tr>
<tr>
<td>2.a. Demonstrate an understanding of diverse family and community characteristics.</td>
<td>Describe several types of diversity encountered in early childhood programs</td>
<td>Anti-bias education project Weeks 3-13</td>
</tr>
<tr>
<td>2.b. Recognize unique characteristics of families and communities and demonstrate appropriate, respectful, reciprocal relationships.</td>
<td>Write a brief article introducing yourself to parents Refer parents to program resources and resources in the community</td>
<td>Letter of introduction Week 3 Newsletter or blog article for parents Week 12 or 13 Developmental Summary or Case Study – Week 14 or 15</td>
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<tr>
<td>NAEYC 3. Observe, Document, and Assess to Support Young Children and Families</td>
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<td>3.a. Develop appropriate goals, curriculum, and teaching strategies based upon standards, evidence based practices, and assessment.</td>
<td>Create plans for teaching based upon standards, evidence based practices, and assessment. LEP’s – Weeks 5, 6, 7, 8, 9, 10 Week-long plans—Weeks 11, 12, 13, 14</td>
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<tr>
<td>3.b. Implement observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collections.</td>
<td>Observe and document classroom environment for routines, common practices, and potential challenges for supervision Document own teaching and facilitating with artifacts and explanatory information Guided observations—weeks 3-5 Professional Portfolio—Week 14 or 15 Documentation Panel Week 14 or 15</td>
<td></td>
</tr>
<tr>
<td>3.c. Practice responsible assessment to promote positive outcomes for each child, including the assistive technology for children with disabilities.</td>
<td>Articulate and document positive uses of assessment in early childhood programs. NAEYC#3c Recognize and integrate children’s developmental, individual, and cultural characteristics. NAEYC#2a,4d Professional Portfolio—Week 14 or 15 Developmental Summary or Case Study – Week 14 or 15 LEP’s – Weeks 5, 6, 7, 8, 9, 10</td>
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<tr>
<td>3.d. Utilize partnerships with families and professional colleagues to build effective learning environments and assessments.</td>
<td>Contribute to partnerships with families and other professionals in designing, interpreting, communication, and actions upon assessment information. NAEYC#3b,4a,6c Developmental Summary or Case Study – Week 14 or 15</td>
<td></td>
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<table>
<thead>
<tr>
<th>NAEYC 4. Apply Developmentally Effective Approaches</th>
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<tbody>
<tr>
<td>4.a. Demonstrate positive relationships and supportive interactions as the foundation of their work with young children.</td>
<td>Demonstrate that theory and research supports families as young children’s primary teachers. NAEYC#4a Developmental Summary or Case Study – Week 14 or 15</td>
</tr>
<tr>
<td>4.b. Demonstrate effective strategies and tools for early education, including appropriate uses of technology.</td>
<td>Create plans for teaching which include effective learning strategies LEP’s – Weeks 5, 6, 7, 8, 9, 10 Week-long plans—Weeks 11, 12, 13, 14 Resource File – Week 8 or 9 LEP’s – Weeks 5, 6, 7, 8, 9, 10 Week-long plans—Weeks 11, 12, 13, 14</td>
</tr>
<tr>
<td>4.c. Practice a broad repertoire of developmentally appropriate teaching/learning approaches.</td>
<td>Implement a variety of developmentally appropriate teaching/learning approaches. NAEYC#4c</td>
</tr>
<tr>
<td>4.d. Reflect on own practice to promote positive outcomes for each child.</td>
<td>Summarize and critique own plans and implementation of plans Analyze own practice to promote positive outcomes for each child. NAEYC#4d Demonstrate critical reasoning about the issues in the field NAEYC#6a,b,c, d, e LEP Self-evaluations – Weeks 5, 6, 7, 8, 9, 10 Week-long Self-evaluations-Weeks 11, 12, 13, 14 Self-analysis of video-taping Weeks 8 &amp; 14</td>
</tr>
</tbody>
</table>

| NAEYC 5. Integrate Content Knowledge to Build Meaningful Curriculum |  |
5.a. Develop appropriate content knowledge and resources in academic disciplines and developmental domains.

Develop plans for teaching which include knowledge of academic disciplines and developmental domains.

LEP’s – Weeks 5, 6, 7, 8, 9, 10
Week-long plans—Weeks 11, 12, 13, 14

5.b. Apply the central concepts, inquiry tools, and structures of academic disciplines and developmental domains.

Develop plans for teaching which include the central concepts, inquiry tools, common pedagogy, and structures of academic disciplines and developmental domains.

LEP’s – Weeks 5, 6, 7, 8, 9, 10
Week-long plans—Weeks 11, 12, 13, 14

5.c. Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child based upon appropriate early learning standards, and other resources.

Include developmental and individual differences when developing high quality, meaningful experiences in each content area, with desired outcomes for children that connect with professional standards. NAEYC#5a,b,c

LEP’s – Weeks 5, 6, 7, 8, 9, 10
Week-long Self-evaluations—Weeks 11, 12, 13, 14

NAEYC 6. Develop Professional and Leadership Qualities

6.a. Engage with the early childhood field.

Summarize information about program/agency of placement NAEYC#6a
Identify and involve self with the early childhood field NAEYC#6a

Agency Report– Week 3 or 4
Membership in NAEYC – Week 4
Letter of Introduction – Week 3 or 4


Practice confidentiality NAEYC#6b
Demonstrate an understanding of the value of dialogue in resolving differences
Engage a non-judgmental attitude in discussing the various forms of diverse families

Developmental Summary or Case Study – Week 14 or 15
LEP Self-evaluations – Weeks 5, 6, 7, 8, 9, 10
Anti-bias education project Weeks 3-13

6.c. Engage in continuous collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

Engage in continuous, collaborative learning to inform practice. NAEYC#6a,c,d

Philosophical Statement on Anti-Bias Education – Week 10


Evaluate knowledge and critical perspectives on early education NAEYC#6c

Philosophy of Early Childhood Education Week 14 or 15

6.e. Engage in informed advocacy for young children and the early childhood profession.

Link families with multiple community resources appropriate for specific purposes NAEYC#2b,c, 6c,e

Developmental Summary or Case Study – Week 14 or 15

M. Topical Timeline (Subject to Change):

<table>
<thead>
<tr>
<th>Week of Term</th>
<th>Topics: Note: Each seminar includes discussions about field experience, assignments, and problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Professionalism: Ethics &amp; Confidentiality Review of planning forms, Reflective Journals: Self-Evaluations, Goals, Bloom’s Taxonomy…</td>
</tr>
<tr>
<td>Week 2</td>
<td>Review Guidance and Transition Strategies Review of all other assignments</td>
</tr>
</tbody>
</table>

Updated: 2/7/2017
N. Course Assignments:

1. Written agency report
2. Letter of introduction to parents
3. Newsletter or blog article for parents
4. Guided observations
5. Two Written Anti-bias Learning Experience Plans (may be “doubled counted” with LEP’s below)
6. Six written learning experience plans (LEP): 2-large group-1-story/literature & 1- movement,,4-centers-1-math, 1-science, 1-social studies, and 1-arts
7. Four written week-long learning experiences plans
8. Guided learning experience (LEP) and week-long self-evaluations
9. Resource File
10. Developmental Summary or Case Study
11. Professional portfolio, including introductions for each NAEYC section
12. Documentation Panel
13. Self-analysis of video taping
14. Final Paper: What I Learned during this Experience
15. Anti-bias education project work
   a. Implicit bias
   b. Reflections and/or questions on Anti-bias Education readings
   c. Participation in weekly discussions: about student teaching placement experiences and their relationships to anti-bias readings
   d. Philosophical Statement: Anti-bias Education

O. Recommended Grading Scale:

<table>
<thead>
<tr>
<th>NUMERIC</th>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
<td>3.67</td>
<td>Superior</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td>3.33</td>
<td>Above Average</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>3.00</td>
<td>Above Average</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
<td>2.67</td>
<td>Above Average</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
<td>2.33</td>
<td>Average</td>
</tr>
<tr>
<td>73–76</td>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>70–72</td>
<td>C-</td>
<td>1.67</td>
<td>Below Average</td>
</tr>
<tr>
<td>67–69</td>
<td>D+</td>
<td>1.33</td>
<td>Below Average</td>
</tr>
</tbody>
</table>
63-66  D  1.00  Below Average
60-62  D-  0.67  Poor
00-59  F  0.00  Failure

P. Grading and Testing Guidelines:
Click here to enter text.

Q. Examination Policy:
Click here to enter text.

R. Class Attendance and Homework Make-Up Policy:
Click here to enter text.

S. Classroom Expectations:
Click here to enter text.

T. College Procedures/Policies:

Attendance Requirements: All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.

Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal through the Student Records Office in Kee Hall.

Student engagement requirements:
Student engagement is based on the “active pursuit” of learning which can be measured by class attendance, class participation (in class or online), taking required quizzes/examinations, and submission of work assignments or papers. Student engagement consists of a student attending at least 60% of the class sessions (there should be attendance throughout the term) and/or completing 75% of the assignments listed on the syllabus at the midpoint in the term. Exceptions can be made when there is on-going communication between the student and faculty member. The communication must be documented and the faculty member and student must be in agreement regarding the exception. Students not meeting the expectation will be administratively withdrawn from class. If a student believes he/she was administratively withdrawn in error, he/she may file an appeal. Being administratively withdrawn may have program and financial aid implications.

Academic Misconduct is any activity that tends to compromise the academic integrity of the college, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course or program rules as contained in the course syllabus or other information provided to the student; violation of program requirements as established by departments and made available to students.

2. Plagiarism including, but not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.
Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

3. **Cheating** and dishonest practices in connection with examinations, papers and projects, including but not limited to using unauthorized notes, study aids or information on an examination; obtaining help from another student during an examination; taking an exam or doing work for another student; providing one’s own work for another student to copy and submit as his/her own; or allowing another student to do one’s work and then submitting the work as one’s own. Also included would be altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

4. **Fabrication** including but not limited to falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with defined appropriate guidelines, and failing to include an accurate account of the method by which data were collected.

5. **Obtaining an Unfair Advantage** including, but not limited to stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor; unauthorized collaborating on an academic assignment; taking, hiding or altering resource material; or undertaking any activity with the purpose of creating or obtaining an unfair advantage over another student’s academic work.

6. **Aiding and Abetting Academic Dishonesty** including, but not limited to providing material, information or other assistance to another person with the knowledge that such aid could be used in any of the violations stated above, or providing false information in connection with any inquiry regarding academic integrity.

7. **Alteration of Grades or Marks** including but not limited to, action by the student in an effort to change the earned credit or grade.

In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions.

**Statement on Disabilities**: Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who encounter difficulty in any of their courses are encouraged to visit the Tutoring Resource Center (Room 119 in Fallerius Technical Education Center) for tutoring assistance, and the Student Success Center (Room 136 in Kee Hall) for academic assistance, advising services, referrals for personal counseling and Learning Disability (LD) Testing.

**Statement on Withdrawals**: As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. Refund dates and withdrawal dates will vary slightly from term to term. Contact the Student Records Office for applicable dates. Additionally, these dates are posted on the academic calendar available on the college’s website, [www.ncstatecollege.edu](http://www.ncstatecollege.edu), under the Academics heading on the home page and are available at the Student Records Office in Kee Hall. Students should go to the Student Records Office (Room 142 in Kee Hall) to process their withdrawal from any class.

If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This
normally results in an "F" grade. An "F" grade can lower your grade point average considerably depending on the total credits accumulated.