New Course Request  Indiana University

Check Appropriate Boxes: Undergraduate credit ☑  Graduate credit ☐  Professional credit ☑

1. School/Division  Educational Studies
2. Academic Subject Code  EDUC

3. Course Number  M426 (must be cleared with University Enrollment Services) 4. Instructor  Swim

5. Course Title  Student Teaching: Early Childhood

Recommended Abbreviation (Optional)  Student Teaching: Early Childdh

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year):  Spring 2012

7. Credit Hours: Fixed at  or Variable from 1 to 16

8. Is this course to be graded S-P (only)? Yes ☑  No ☐

9. Is variable title approval being requested? Yes ☐  No ☑

10. Course description (not to exceed 50 words) for Bulletin publication:
    Classroom teaching and other activities associated with the work of the full-time early childhood classroom teacher. Student may be placed in preschool, kindergarten, or primary classroom within public school systems. Additional fee.

11. Lecture Contact Hours: Fixed at  or Variable from  to

12. Non-Lecture Contact Hours: Fixed at  or Variable from 1 to 16

13. Estimated enrollment: 20 of which 1 percent are expected to be graduate students.

14. Frequency of scheduling: 2 semester/year  Will this course be required for majors? Yes

15. Justification for new course: Other Student Teaching courses do not address the entire early childhood education period

16. Are the necessary reading materials currently available in the appropriate library?  Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Date Department Chairman/Division Director 11-22-10

Approved by:

Date Dean 11-23-10

Dean of Graduate School (when required)

Date Chancellor/Vice-President

Date University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724  University Enrollment Services Final-White; Chancellor/Vice-President-Blue; School/Division-Yellow; Department/Division-Pink, University Enrollment Services Advance--White
The **Mission of the IPFW School of Education** (SOE; adopted January 10, 1996) is “To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

1. Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
2. Improving the human condition by creating positive learning environments;
3. Becoming change agents by demonstrating reflective professional practice;
4. Solving client problems through clear, creative analyses;
5. Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research; and
6. Utilizing interdisciplinary scholarship, demonstrating technological, and critical literacies, and effectively communicating with all stakeholders.”

The **Conceptual Framework – A Learning and Leadership Model – for the IPFW SOE** (February 9, 2000) declares that we are committed to the following for our programs:

1. **Democracy and Community**
   
   Effective educators, such as teachers, counselors, and administrators needs to be a part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. Consequently, the SOE should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.

2. **Habits of Mind**
   
   Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors. Within the context of a compassionate, caring community, educators foster habits of minds necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating. Consequently, the SOE must integrate critical habits of the mind in all aspects of the teaching/learning process.

3. **Pedagogy**
   
   Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and social circumstances that they and their students bring to the educational setting. Consequently, the SOE needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.

4. **Knowledge**
   
   Effective educators need to be well-grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, how disciplines can be integrated and most effectively communicated to their students. Educators also need understanding of themselves, of communities in which they intend to teach, and of students. Consequently, the SOE should immerse educators in nurturing learning communities that deepen knowledge, and encourage ongoing intellectual, emotional, and personal growth.

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1 *Educator* is broadly defined as pre-service and in-service teachers, administrators, and counselors.
Experience
Effective educators learn their craft through experiences in actual educational settings. Through onsite campus activities and field-based experiences, students will observe and emulate exemplary teaching and learning. These educators will practice, collaborate, and interact with practitioners and their students. Consequently, the SOE must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.

Leadership
Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory, and practices as they optimistically face the educational challenges of the twenty-first century. Consequently, the SOE must provide opportunities for educators to develop as leaders in their profession and their communities.

I. Course title: E 327 Social Studies Methods and the Family: Focus on Young Children (3 credits)

II. Required Course readings (in addition to articles linked directly in elearning):
Indiana State Standards for preschool and elementary children – available on IN DOE website (http://www.doc.in.gov/primetime or http://www.doe.in.gov/standards/welcome.html)

III. Course description from IPFW Undergraduate Bulletin:
Classroom teaching and other activities associated with the work of the full-time early childhood classroom teacher. Student may be placed in preschool, kindergarten, or primary classroom within public school systems. Additional fee.

IV. Course Content and Objectives:
Students will
1. provide evidence of an ability to provide high-quality care and education for young children (INTASC 1-10; NAEYC 1-5).
   a. create learning environments that are responsive to the development characteristics of the children in the group;
   b. devise and implement strategies for building reciprocal relationships with families, including involving families in assessment and curriculum planning.
   c. continually document the development and learning of young children and use that information to inform teacher decisions
   d. plan engaging, responsive, and emergent curriculum that facilitates the construction of important knowledge (i.e., grounds in standards) for young children.
   e. become a member of the professional education community, displaying professional, ethical behaviors, collaboration, and advocacy.

V. INTASC and NAEYC Standards
This syllabus aligns course objectives to the Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Beginning Teacher Licensing and Development (1992) and the National Association for the Education of Young Children’s (NAEYC) teacher preparation standards (2009).

INTASC Standards – Students in Professional Studies for Initial Teacher Preparation will develop understanding and use of:
1. The central concepts, tools of inquiry, and structures of the discipline(s) she teachers and create learning experiences that make these aspects of subject matter meaningful for students.
2. How children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3. How students differ in their approaches to learning and create instructional opportunities that are adapted to diverse students.
4. A variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.
5. Individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Planning instruction based upon knowledge of subjective matter, students, community, and curriculum goals.
8. How to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. How to be a reflective practitioner who continually evaluates the effects of her choices and actions on others (students, parents, and other professionals in the learning community) and how actively seeks out opportunities to grow professionally.
10. The knowledge to foster relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

NAEYC Standards for Early Childhood Teacher Preparation (see http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf for a more detailed explanation):

1. **Promoting Child Development and Learning** Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

2. **Building Family and Community Relationships** Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.

3. **Observing, Documenting, and Assessing to Support Young Children and Families** Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

4. **Using Developmentally Effective Approaches to Connect with Children and Families** Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

5. **Standard 5. Using Content Knowledge to Build Meaningful Curriculum** Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

6. **Becoming a Professional** Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

VI. Course Requirements (all formal assignments will be assessed with a grading rubric):

1. **Scholar-Practitioner Journal** Document your reflections about the work you do with the young children and teachers using a double-entry journal. To do that, fold your paper in half length-wise. On the left side, record at least 1 specific observation a day and then on the right side, write your interpretations/reflections of what you saw/heard. Your task is to connect the scholarly knowledge base gained from your previous and current ECE courses (e.g., theory and research) with your practices in the early childhood classroom (so, citing specific courses or textbooks would assist with making your thinking visible). For example, if you experience a guidance encounter with a child, report the observation, your reflections, and strategies you used to address the issue based on information gained in your courses. End each entry with a question.
2. **Planning curriculum** You will begin by planning individual experiences until you work up to planning the entire week. The months of XX should be yours to plan. Pay particular attention to modifying lessons to meet the unique characteristics and needs of the children. Moreover, consider ways to modify/enhance the classroom environment as an integral part of the curriculum. Before you plan the entire week, you should plan an experience for at least each area of the learning environment. Don’t forget that meaningful experiences do not necessarily mean totally different experiences for the week – mini-projects help children to go deeper in their thinking/reflection.

3. **Authentic Assessments** Create and implement an Assessment System to gather data as the basis for planning experiences, evaluating/reflecting on them, documenting the work of children, and communicating with children, families and colleagues. This system should include, at a minimum, anecdotal records, a checklist, and photographs. You will need to incorporate into your system any tools specified by your Cooperating Teacher.

4. **Reciprocal Relationships** You will create a method for communicating with 2 or more families. These methods should represent two-way (e.g., face-to-face interactions or home-school journal) communication strategies. You will write 2 mini-papers about this project. The first will outline your plan for developing a reciprocal relationship (e.g., who involved, how involved, how use information in classroom planning) and the second will evaluate how the semester-long project worked for you, the families, and the children.

5. **Videotape & Analysis of P-3 Learning:** You will videotape your teaching and the children’s learning as part of an assessment of your impact on student learning. As a scholar-practitioner, you are expected to merge theory and practice to better improve schools for young children. More details will be provided on learning.

6. **Lead Reflection/Discussion** You will be responsible for leading a class reflection/discussion, either alone or with a colleague. For your session, you will select readings and generate a list of questions to spark discussion. In addition, you will be prepared to provide specific documentation to support the discussion.

7. **Teaching Evaluations** You will be evaluated at least three times during the semester by both your Cooperating Teacher and the Supervising Teacher. A variety of tools will be utilized to provide different types of feedback. You are expected to reflect on your own performance and complete a self-evaluation of the Midterm/Final as a way to spark dialog with your CT and ST.

VII. Course Policies and Guidelines:

This syllabus is a guide for you to fulfill the course objectives and assignments. All students are responsible for both assigned readings in the textbook and class content, including discussions and handouts. Many of the course assignments will be useful in the creation of your professional portfolio. When necessary, the syllabus will be changed to better meet your needs, to enhance your learning, to respond to teachable moments, and/or to better meet the objectives of the course.

All assignments must be original to this course. Take special care to cite all sources APA style so that no questions arise about your work or the use of other persons’ ideas (i.e., plagiarism). All IPFW policies (e.g., attendance, cheating/plagiarism, as well as withdrawal, incompletes, and final examinations) will be followed (see [IPFW Undergraduate Bulletin and Student Handbook Planner](#)). If you, for example, do not appear on the university’s official class list, you will not be permitted to participate (attend class, take exams, or receive credit). Failing to make yourself familiar with these stated regulations does not exempt you from being responsible for following them.

1. **Attendance** at your student teaching site is mandatory and **Professional Behaviors** are expected. You are expected to be in attendance, minimally, the exact time that your Cooperating Teacher (CT) is scheduled. You should be cognizant that you may need to be at the school earlier or later to adequately prepare for the children and families. If your CT is concerned about any of your behaviors, we will hold a meeting to serve a Warning Notice (available for review on cleanning). Your behavior must be fixed
2. **Grading policies** are as follows. Professional quality of all work is expected. This includes spelling, grammar, usage and all the mechanics of good writing, as well as meaningful content and an articulate command of the language. All assignments must be typed. References must be cited using APA style (handout is available on elearning).

Mastery level work on all assignments is expected. Projects can be redone 1x in order to reach mastery level, with no penalty. After that, the final grade in the course can be reduced 1 letter grade.

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<tr>
<th>Criteria</th>
<th>Pass</th>
<th>Fail</th>
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<tr>
<td>Projects</td>
<td>All Projects at Mastery Level</td>
<td>2 or more projects below mastery</td>
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<tr>
<td>Participation</td>
<td>Everything at Mastery Level</td>
<td>Missed 2 or more days of ST; whether hours made up or not</td>
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<tr>
<td>Professional Behaviors</td>
<td>Mastery level</td>
<td>Below Acceptable Level</td>
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<tr>
<td>Cooperating and Supervising Teacher Evaluations</td>
<td>Scores and narrative showed substantial growth from Midterm to Final</td>
<td>Scores and/or narrative showed minimal growth from Midterm to Final</td>
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3. **Handicapped, Diversity and Multiculturalism** IPFW and the SOE recognize our responsibility to create an environment conducive to learning for every student. Therefore, the instructor of this course will not discriminate against any student in terms of race, ethnicity, gender, disability, or sexual orientation. Moreover, the content of this course relates to understanding and respecting the diverse needs of children and families. Unless those who teach understand and include these differences, early childhood programs are apt to be sterile places where groups of children experience frustration and failure rather than a sense of well-being and success.

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb Union, Room 113, telephone number 481-6658) as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for SSD at [http://www.ipfw.edu/ssd/](http://www.ipfw.edu/ssd/).

4. **Writing Center** Whether you are honing an honors essay or struggling with the fundamentals of writing, the Writing Center can help you write more effective papers and gain confidence in your abilities. Writing Center consultants help you discover strategies for: analyzing your purpose and audience; generating, organizing, and developing ideas; writing more effective sentences and strengthening your word choice; researching and documenting your sources; and editing and proofreading your own work. Sign up for appointments on the bulletin board outside of Ketterl G19 or register for online consultation at [http://www.ipfw.edu/casa/writing/](http://www.ipfw.edu/casa/writing/). Information also available in the *Student Handbook Planner*.

5. **Course Calendar** All information regarding reading assignments, elearning journals, and due dates for other assignments will be provided on elearning.

6. **Program Assessments:** All program assessments must be completed on-time and be evaluated at a passing level in order to complete this course and graduate with a degree in early childhood education.