

# UNIVERSITY OF ALASKA FAIRBANKS

## College of Rural and Community Development

### Child Development and Family Studies (CDEV)

#### Course Syllabus

**Course Title:** Clinical Practice: Classroom Management

**Course No:** ECE 473

**Credits:** 3 (1 + 0 + 14)

**Prerequisites:** Engl 211X or 213X and Completion of all CDFS core major and concentration course work, excluding ECE 472.

**Instructor:** Veronica Plumb  
2175 University Ave. #210C

**Phone:** 455-2038

**E-mail:** vmplumbalaska.edu

**Office or Contact hours:** Instructor will post office hours for students at first class.

**Location:** Distance Delivered possibly in conjunction with local site.

**Dates:** TBA 2012

**Times:** TBA

**Text:**

Helm, Judy,, Beneke, S., Steinheimer, K. (2007).

. (2Ed) New York, NY. College Teachers Press

ISBN-13 978-0807747865

State of Alaska. (2008)

. Juneau Alaska

Assorted articles that may be handed out in class.

**Supplemental Text:**

American Psychological Association. (2009).

, (6<sup>th</sup> ed.).

**Additional Information:**

NAEYC Standards for Early Childhood Professional Preparation Advanced Programs.

Available at the following web site.

<http://www.naeyc.org/files/ncate/file/NAEYC%20Initial%20and%20Advanced%20Standards%206%202011-final.pdf>

**Course Description:**

Supervised clinical field practice within an early childhood setting; Intent of this course is to provide a capstone for students who have completed all course work within the

or

concentration of the Child

Development and Family Studies BA program. Practica activity will demonstrate

application of appropriate curriculum, assessment and classroom environments developed to enhance the learning and development of all young children.

Prerequisites: Completion of all CDFS core major and concentration course work, excluding ECE 472.

ECE 473 will meet a total of 10 times for 1 hours. Approximately 196 hours of field study which may take place within approved group child care programs, preschools,

**Field Experience Placement:**

There is opportunity of many diverse early care and education settings for field experience work. Options include but are not limited to, School district preschools and kindergarten classes, Head Start and Early Head start as well as other state certified preschool programs.

**The Child Development and Families Studies program will work with each student to assure they are placed in a program that will fit their goals and needs supporting successful completion of course.**

There are at least three people directly involved in each field placement experience; the student, the site supervisor and the university faculty member. In addition, each student will be working within an early childhood setting with many interpersonal relationships being developed, so the children, families and other program staff must be considered in the equation as well.

Positive communication is essential for a successful career in early education, it is expected this will be demonstrated in field work as well. In the complex early childhood setting where field work is facilitated, there is the chance that there will be conflict and controversy. Positive communication does not mean the student will not have problems. It does mean that the student will have opportunity to learn by listening to constructive criticism, reflect on feedback and suggestions, modify and adapt, confront issues, share ideas, compromise and negotiate to find equitable solutions in an effort to satisfy all parties. The code of ethics should continually guide the student throughout this process.

study, child learning and how it relates to the student learning outcomes; it will not be a glorified bulletin board. The documentation board can also be shared within other community sites.

**Classroom curriculum term project:** (32 - 48 pages) Each class member will design and implement a classroom curriculum project. This project will be developed out of a question of inquiry coming from classroom child interest and will be developed around an in-depth study on a real-world topic relevant to the children, families and teaching staff within the classroom. When completed, a copy of your paper will be attached to the proper assignment within the assignments section of Blackboard. Due date of your paper no later than Sunday (DATE).

**Classroom curriculum project guidelines:**

This project required you to demonstrate your understanding of

- Authentically integrated curriculum
- Developmentally appropriate practice / objectives
- NAEYC curriculum guidelines
- Child directed centers and activities
- The continuum of various teacher roles
- What's worth knowing
- Intellectual autonomy
- Performance based assessment
- Student performance data collection and analysis
- Reflective teaching based on assessment data
- Family inclusion

The introductory narrative of your work sample portfolio needs to explain how this curriculum plan demonstrates your expertise related to the NAEYC Standards as well as in regards to \_\_\_\_\_, the first of the NAEYC professional tools.

Develop and describe an integrated curriculum plan that meets course guidelines for all of the above within a teacher work sample.

- Explain how it meets each of the guidelines
- Include lesson plans using prescribed format
- Provide details of what children and teacher does

Complete documentation of your classroom curriculum project should include the following:

- A brief description of the children involved in the curriculum project
- A brief history of the project

Artifacts documenting the highlights of the project that provide evidence of child learning

Examples of children's drawings and/or photographs of the examples

An evaluation of the project that includes comments on the children's development and learning, responses of the parents and others, your own analysis

**Teacher work sample components for final documentation paper (32 – 48 Pages):**

Reflect on the reading and early assignment tasks as you consider the unit/project you will prepare and implement.

Select a topic supportive of in-depth study appropriate for the classroom students.

Describe how the topic reflects what you know about your students and their interests. Why will this be a relevant topic for your students? (1 – 2 pages)

Describe your plan for authentic integration of subject areas and how they meet the learning outcomes set for the children. (1 – 2 pages)

Create and lesson plans for your project, using format provided by the instructor. (6 – 10 pages)

Clearly indicate the desired outcomes, the continuum of teacher roles represented and how you will utilize child directed learning centers and activities. Include plans for adapting to diverse needs as necessary for your group of students. (1 -2 pages)

Describe the assessment component of the project; explain how assessment focus relates to desired outcomes and how assessment process reflects NAEYC guidelines. Include plans to assess children's understanding before, during and at end of project. Base your plans on NAEYC guidelines. (1 – 2 pages)

Begin project implementation. Start with assessment of current levels of student expertise related to desired outcomes. Analyze this data as you refine your teaching plans. (3 – 4 pages)

Continue project implementation. Describe your teacher roles in scaffolding children's skills and understanding, in encouraging children's deeper thought, and in gathering assessment data to inform your teaching. This is where you will create a approximate 10 minute video of your hands on practice documenting one or more of those roles. (8 – 10 pages)

Reflect on student learning through the project and describe any planned changes in your teaching plan. (2 – 3 )

Continue implementation: describe how you adjust your instruction and assessment plan or your expected results as you observe children's learning processes and outcomes. (2 – 3 pages)

Finalize project and document evidence of student learning. Compare child understanding and skills before and after the project implementation. Analyze results for relevant sub groups (identify by gender, culture, or special circumstances) for individuals as well as the whole class. (4 – 5 pages)

Final evaluation and reflection: Describe the implications of your assessment analysis for your future instruction, assessment, planning and professional development. Share your insights regarding effective instruction and assessment. Include an evaluation of the project that includes comments on the children's development and learning, responses of the parents and others, your own analysis and reflections of the work accomplished and suggestions that might be helpful to other teachers who might conduct a similar project. (3 – 5 pages)

**Course Evaluation:**

	<p>Following discussion will include thoughts for field experiences</p> <p><b>Preparation for next class:</b> Reading Assignment: Chapter1</p> <p><b>All classes will be recorded</b> To retrieve recording at a later date:</p>
2) Thursday January 26	<p><b>In class today:</b> What is classroom management?</p> <p><b>Preparation for next class:</b> Begin spending time in your clinical practice site.</p>
3) Tuesday January 31	<p><b>In class today:</b> Documentation board discussion and expectations.</p> <p><b>Preparation for next class:</b> Continue spending time Develop classroom management plan</p>
Thursday February 2	No Class Meeting
4) Tuesday February 7	<p><b>In class today:</b> What does it mean to plan a curriculum project</p> <p><b>Preparation for next class:</b> Continue in your clinical practice site Begin first steps toward your curriculum project.</p>
5) Thursday February 9	<b>No Formal Class Meeting: Student participating in field study time activities.</b>
6) Tuesday February 14	<b>No Formal Class Meeting: Student participating in field study time activities.</b>
7) Thursday February 16	<b>No Formal Class Meeting: Student participating in field study time activities.</b>
8) Tuesday February 21	<p><b>In class today:</b> Touching base, group discussion on how plans are moving along.</p>
9) Thursday February 23	<b>No Formal Class Meeting: Student participating in field study time activities.</b>
10) Tuesday	<b>No Formal Class Meeting: Student participating in field study</b>

February 28	<b>time activities.</b>
Thursday March 1	<b>No Formal Class Meeting: Student participating in field study time activities.</b>
11) Tuesday March 6	<b>In class today:</b> Touching base on plan facilitation  <b>Preparation for next class:</b> Continued facilitation of classroom research plan.
Thursday March 8	<b>No Formal Class Meeting: Student participating in field study time activities.</b>
Tuesday March 13	<b>No Formal Class Meeting: Student participating in field study time activities.</b>
Thursday March 15	<b>No Formal Class Meeting: Student participating in field study time activities.</b>
12) Tuesday March 20	<b>In class today:</b> Touching base on plan facilitation  <b>Preparation for next class:</b> Continued facilitation of classroom research plan.
Thursday March 22	<b>No Formal Class Meeting: Student participating in field study time activities.</b>
Tuesday March 27	<b>No Formal Class Meeting: Student participating in field study time activities.</b>
Thursday March 29	<b>No Formal Class Meeting: Student participating in field study time activities.</b>
13) Tuesday April 3	<b>In class today:</b> Touching base on plan facilitation  <b>Preparation for next class:</b> Continued facilitation of classroom research plan.
Thursday April 5	<b>No Formal Class Meeting: Student participating in field study time activities.</b>
Tuesday April 10	<b>No Formal Class Meeting: Student participating in field study time activities.</b>
Thursday April 12	<b>No Formal Class Meeting: Student participating in field study time activities.</b>
14) Tuesday April 17	<b>In class today:</b> Touching base on plan facilitation  <b>Preparation for next class:</b> Continued facilitation of classroom research plan.



Thursday  
April 19

**No Formal Class Meeting: Student participating in field study time activities.**

**CONTACT US AT:**

P.O. box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (toll free within Alaska) or (907) 474-7871

Email us at [fyrss@uaf.edu](mailto:fyrss@uaf.edu)

**Writing Center**

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314 Fax: 1-800-478-5246

\* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

**Library Services for off campus students**

<http://library.uaf.edu/offcampus>

Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of

- You will need to contact the Blackboard administrator, at: <http://classes.uaf.edu/>  
Office of Information Technology Help Desk 474.6564 or 1.800.478.4667

**Disabilities Services** The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations. Disability services also provides assistance to the university's rural campuses; Community Technical College, Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

Questions should be directed to the Director of Disability Services at (907)-474-5655.  
<http://www.uaf.edu/disability/>

UAF Office of Disability Services 612 N. Chandalar, PO Box 755590 University of