



ECED 4803 - Early Childhood Practicum
Midwestern State University
Gordon T. & Ellen West College of Education
Summer 2024
Online/ On-site

Professor Information

Dr. Kelly Medellin, Ph.D.
Office is located in Bridwell Hall 216
Office Telephone: 397- 6265 E-mail: kelly.medellin@msutexas.edu
Cell Number 940-867-2594
Office Hours: By Appointment

**** Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you.**

Required Reading

See outside course readings in module, no textbooks required.

Instructor Response Policy

Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you. I will respond within 24 hours M-F

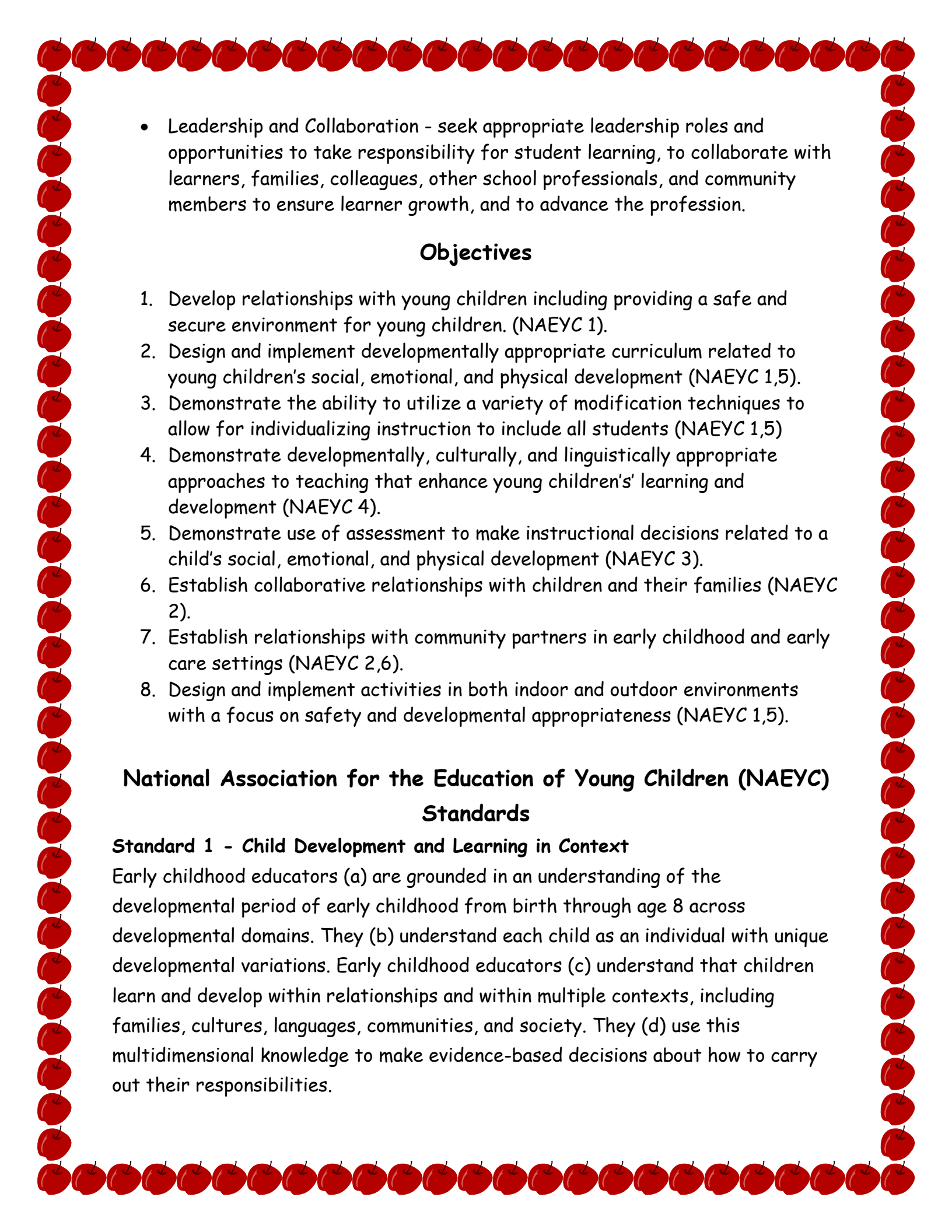
Course/Catalog Description

This course includes a 60 hour field experience in an approved early childhood or early care setting specific to the candidate's career goals. Students will demonstrate developmentally appropriate practices for young children ages birth to age 8 in early childhood and early care settings. This course will be taken in the last long semester before graduation.

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Objectives

1. Develop relationships with young children including providing a safe and secure environment for young children. (NAEYC 1).
2. Design and implement developmentally appropriate curriculum related to young children's social, emotional, and physical development (NAEYC 1,5).
3. Demonstrate the ability to utilize a variety of modification techniques to allow for individualizing instruction to include all students (NAEYC 1,5)
4. Demonstrate developmentally, culturally, and linguistically appropriate approaches to teaching that enhance young children's' learning and development (NAEYC 4).
5. Demonstrate use of assessment to make instructional decisions related to a child's social, emotional, and physical development (NAEYC 3).
6. Establish collaborative relationships with children and their families (NAEYC 2).
7. Establish relationships with community partners in early childhood and early care settings (NAEYC 2,6).
8. Design and implement activities in both indoor and outdoor environments with a focus on safety and developmental appropriateness (NAEYC 1,5).

National Association for the Education of Young Children (NAEYC) Standards

Standard 1 - Child Development and Learning in Context

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.



Standard 2: Family-Teacher Partnerships and Community Connections

Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

Standard 3: Child Observation, Documentation, and Assessment

Early childhood educators (a) understand that the primary purpose of assessment is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d) build assessment partnerships with families and professional colleagues.

Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching, and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, methods and tools of inquiry, and structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

6: Professionalism as an Early Childhood Educator

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Assessment

Students will demonstrate mastery of these standards by completing 60 hours of field experience in an approved early childhood or early care setting specific to the candidate's career goals. Students will demonstrate developmentally appropriate practices for young children ages birth to age 8 in early childhood and early care settings through course assignments and discussions.

Grading Procedures

Grades

A 90 - 100%	Work is outstanding and exemplary
B 80 - 89%	Work that is above the minimum requirements
C 70 - 79%	Work meets expected level of performance for most students

Grades

D 60 - 69%	Work that falls short of minimum criteria
F 59% or below	Work that falls well below the expected level of performance for most students

Assignments

1. Practicum Experience and Time Summary Hours 20%

You are required to complete a total of 60 hours of practicum experience for the semester. You may choose from a pre-approved list of options for your practicum experience. On the calendar there are 10 weeks dedicated for practicum hours where you can complete 6 hours per week (this is suggested as a guide to pace yourself, but you can set up the practicum hours for what best fits your schedule as well as the organizations). You are expected to keep a time sheet log of the hours you actually spend in your practicum setting. This must be signed by your site supervisor/teacher/EIS.

2. Reflection and Daily Activity Log 20%

Students will complete a record of their daily schedule and activities in the practicum experience. Record all activities, experiences, and incidents that occur, as well as a reflection of the day. Prepare at least one page per day (250-250 words double paged) of information. You will record your reflection and activity log each day after leaving the practicum site. This log will be submitted periodically throughout the semester. See D2L for more details.

3. Exit Interview 20%

Students will be required to meet one-on-one or via Zoom with the instructor to answer questions and discuss their overall experience and growth during the practicum.

4. Professional Development Paper 20%

Select 5 goals that are most meaningful to your individual experiences from the course objectives and develop a 2-4 page paper summarizing your growth related to each goal. Include anecdotal descriptions of your experiences. The paper should contain specific examples of experiences you encountered or activities you did that fulfill this goal. Also, you should include what you learned because of the specific experience or activity. Use your daily activity logs to help you organize your

thoughts and ideas regarding each of the goals you report. Lastly, include ways you plan to improve on and seek professional development in these areas in the future.

5. NAEYC Code of Ethics Paper 20%

Students will review the NAEYC Code of Ethics carefully. Prepare a 3-5 page paper that summarizes your understanding of the Code. Describe the Code in your own words and explain what it means to you. Be sure to incorporate examples from our own experience. Tune in to your ethical sense and describe how you have expanded your ideas concerning what constitutes ethical behavior based on your practicum experiences.

Attendance Policy

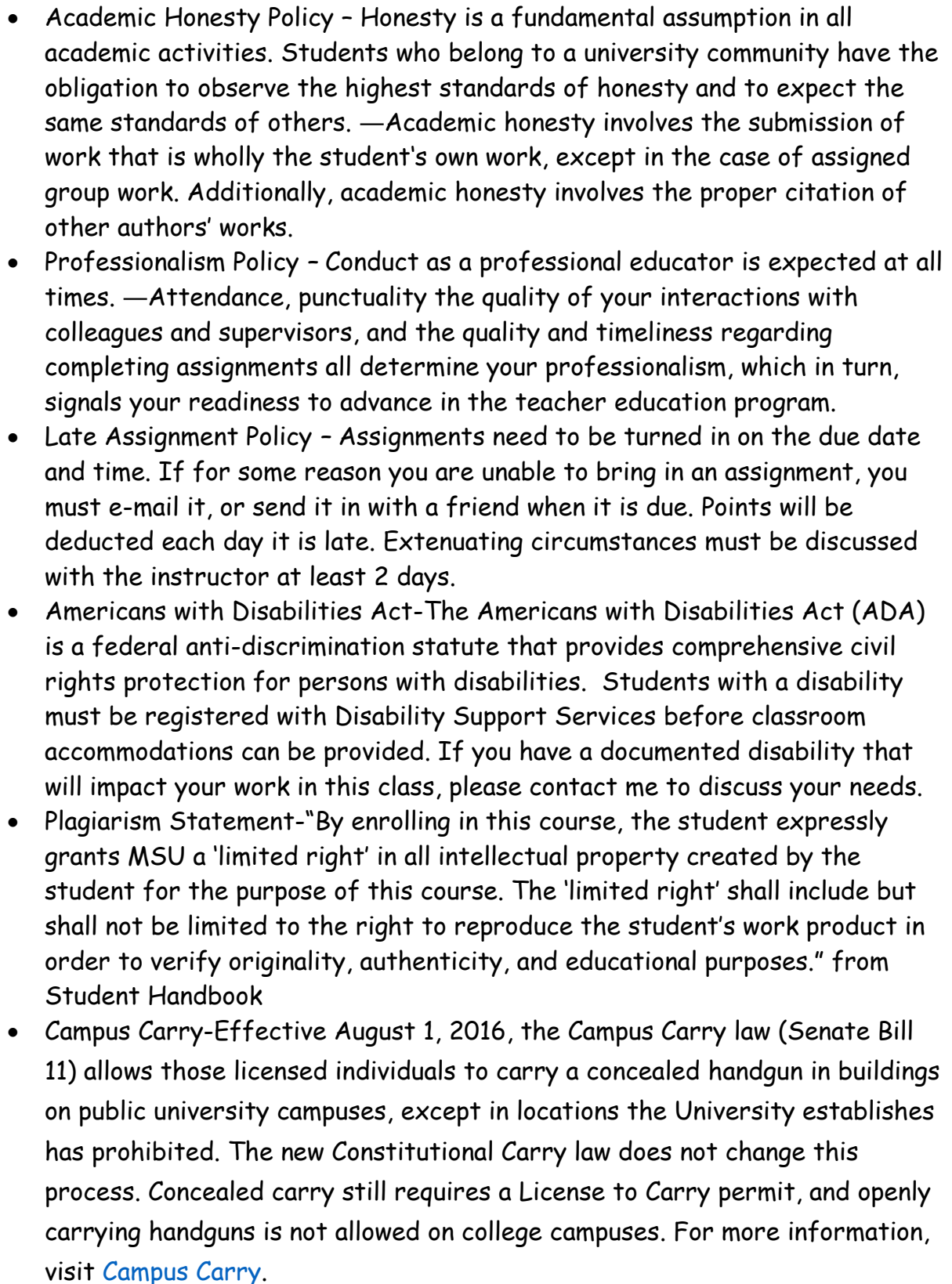
You are expected to complete all coursework and fully participate in the online course.

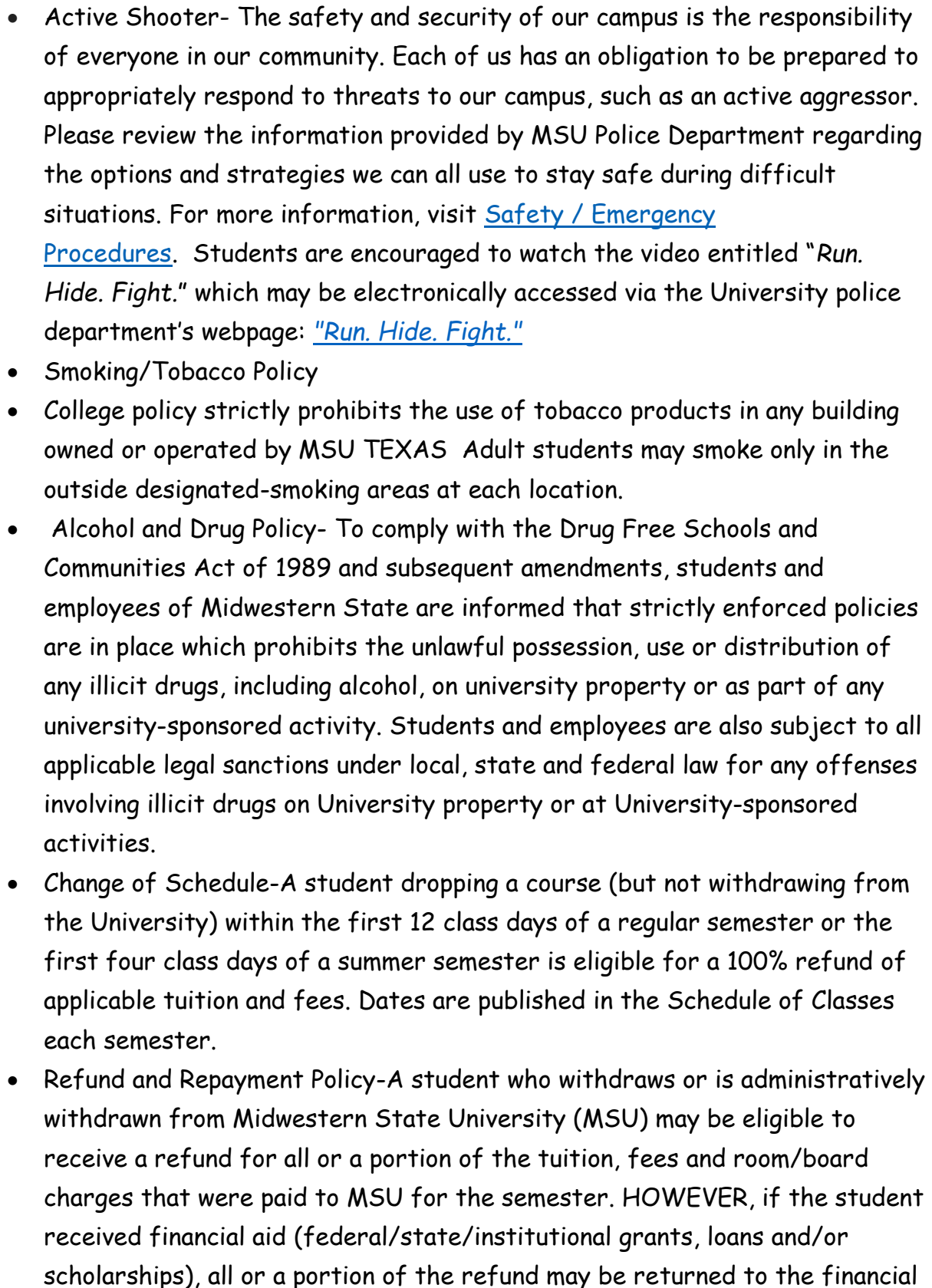
For your Practicum:

- Specific aspects of professionalism to remember: Be prompt. Always report directly to the school office unless otherwise instructed. Candidates must introduce themselves and present the required documentation from the professor assigning the field experience. If you are unable to keep a commitment (due to extreme circumstances), you must call in advance and ask them to inform your partner teacher/interventionist. You will be expected to contact the partner teacher/EIS to reschedule the field experience.
- Remember, you are a guest in the placement. Do not criticize the school/home, staff, or children in any way. During field experiences please follow the placement's dress code. You must look and act like a professional. Shorts, Capri pants, jeans, sleeveless shirts, or shirts with slogans printed on them are not acceptable. You are responsible for securing personal items. You may not chew gum or bring children to a field site with you.

Other Class Policies

- Disability Support - As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

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- Academic Honesty Policy - Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. —Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.
 - Professionalism Policy - Conduct as a professional educator is expected at all times. —Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.
 - Late Assignment Policy - Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.
 - Americans with Disabilities Act-The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
 - Plagiarism Statement-"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook
 - Campus Carry-Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

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- Active Shooter- The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)
 - Smoking/Tobacco Policy
 - College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.
 - Alcohol and Drug Policy- To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.
 - Change of Schedule-A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.
 - Refund and Repayment Policy-A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial

aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

- **Services for Students with Disabilities-** In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

Inclement Weather- In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision. Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at MSU Ready. This online course will continue as scheduled, but if assessment deadlines coincide with the closure dates, deadline will be delayed until after the campus reopens. The timeline is as follows:

Event	Time	Day	Decision
Inclement weather occurs during regular work/class day	3:30 PM	Day of inclement weather	Cancel classes/events after 5 PM
Overnight inclement weather expected	8 PM	Day before inclement weather	Close campus or delay opening
Delay called the day before but change to closure due to the extent of weather impact	6:15 AM	Day of delay	Close campus
No cancellation or delay decision made the night before	5:30 AM	Day after no decision made the night before	Close campus or delay opening

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course.

The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

References/ Scientifically-Based Research/Additional Readings

Midwestern State University. *Midwestern State University Undergraduate Catalog*, [MSU Catalog](#)

Midwestern State University. *Mustangs Midwestern State University Student Handbook*. [Student Handbook](#)

[Culturally Relevant Books in the ELL Classroom](#)

[Texas Core Competencies for Early Childhood Practitioners and Administrators](#)

[National Association for the Education of Young Children \(NAEYC\) Standards](#)

[Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines](#)

Reading Rockets Reading Research & Reports [Reading Research](#)

[Prekindergarten Research and Guidelines](#)

Jackman, H. L. (2018). *Early education curriculum: a child's connection to the world*, 7th edition. New York: Wadsworth.

[NAEYC Developmentally Appropriate Practice](#)

Big Ideas, Little Learners: Early Childhood Trends Report 2019 (January 2019). Redwood City, CA: Omidyar Network.

P. Gail Williams, Marc Alan Lerner. School Readiness. *Pediatrics* (July 2019). From the American Academy of Pediatrics Technical Report.

Matengu, M., Ylitapio-Mäntylä, O., & Puroila, A.-M. (2021). Early childhood teacher education practicums: a literature review. *Scandinavian Journal of Educational Research*, 65(6), 1156-1170.

Appendix A: Standards/Competencies

Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Practicum Experience and Time Summary Hours	1,2,3,4,5,6,7,8	NAEYC 1,2,3,4,5,6
Reflection and Daily Activity Log	1,2,3,4,5,6,7,8	NAEYC 1,2,3,4,5,6
Exit Interview	1,2,3,4,5,6,7,8	NAEYC 1,2,3,4,5,6
Professional Development Paper	3,4,5	NAEYC 1,3,4,5
NAEYC Code of Ethics Paper	1,4,7	NAEYC 1,2,4,6