

EDPR 250: School and Community Experiences
Section EC: Early Field Experiences with Infants and Toddlers
FALL 2011

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Class Meetings: Wednesdays, 4:00 – 4:50, Room 37 Education Building

Office Hours: By appointment only.

Course Description

EDPR 250 is a clinical practicum that provides students the opportunity to interact with infants and toddlers at a day care setting. The course also allows the students to start reflecting on their developing practice. Opportunities for such reflection are provided through the class discussion and the written assignments, which encourage students to question their practice in light of the course readings. Students also have the chance to learn about how to organize a classroom setting and how to plan lessons and resources to work with infants and toddlers. As one of the first courses in the Early Childhood Education program, EDPR 250 also prepares the prospective teachers to organize their assessment portfolio (one of the requirements for certification in the state of Illinois) and start profiling their statement on their philosophy of teaching.

Course Objectives

The objectives of this course are to enable you to:

- Develop an understanding of child development and learning behaviors
- Learn how children differ in their approaches to learning
- To develop an understanding for the need to use various approaches to learning
- Become reflective teachers who are able to communicate your ideas and understandings to others.
- Analyze issues related to the education of children from diverse backgrounds.
- Provide an introduction to the development of your portfolio for CAPS.

Course Policies

This course is scheduled to meet, with a few exceptions as indicated on the schedule, every other Wednesday, from 4:00 to 4:50, in Room 37. Attendance is mandatory to each and all sessions. If you foresee that you are unable to attend, you must call or e-mail Ritu prior to the class meeting and be ready to make up for the absence if necessary. **Students who have 2 or more unexcused absences may fail the course.** The LAST class session will be on *December 7, 2011*. Please do not become careless with assignments because this course is an introduction to the Early Childhood Program and a Pass/Fail course. Discussions about teaching practices and responding to research are an integral part of teaching and learning how to teach. **If you do not pass this course, you will not be able to proceed to the next semester.**

TB Test: In order to work in your day care or preschool site, you will need a TB test before you begin working with children. The TB tests are available at McKinley Health Center (333-2701) at no charge through your student insurance. Make sure you call before you go to McKinley. If you have had a TB test within the last year and can provide official documentation (card, letter, etc. with health care provider signature), you will not need to have another TB test at this time. Present your TB test documentation to your cooperating teacher.

Bloodborne Pathogens Online Training: You are required to complete and pass the online BBP training by **September 9th**. When trying to login to Bloodborne Pathogens training, it requires using your Active Directory password, which is described on the following web page: http://www.ed.uiuc.edu/cte/forms/documents/logon_instructions.html Follow the instructions at: <http://www.ed.uiuc.edu/cte/clinical/LoginInstructionsforBloodbornePathogensTraining.html>
At the same site complete and pass the safety training by September 9th.

Participation: A minimum of 24 hours during the semester is required at your daycare site. The day and time of your classroom participation will be determined by your schedule and the cooperating teacher's schedule. The hours required for your practicum should be distributed over the entire semester to maximize your understanding of child development. There may be another university student assigned to work at your site. Your scheduled participation times should be different so each of you has optimal experiences with children.

In addition to your practicum participation, you should be prepared to discuss the assigned readings in your class meetings.

Time Card: You must keep a time card to document a minimum of 24 hours at your site. The information at the top of your time card must be legible. Record your time in hours, half hours, and quarter hours only.

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Division of Rehabilitation-Education Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St, Champaign, call 222-4603, or email a message to disability@uiuc.edu.

Relationship of this course to UIUC Teacher Education Conceptual Framework:

EdPr 250 EC provides prospective early childhood teachers a field experience to observe and to interact with infants and toddlers. In EdPr 250 EC, the prospective teachers are given the opportunities to learn about child development in relationship to developmental skills and children's learning behaviors. This course will encourage the prospective teachers to look at ways to develop and maintain positive and healthy interaction in a classroom and to develop a community of learners. A commitment to inquiry is developed through journal assignments where candidates will examine child developmental steps and reflect on the various stages they observe.

Readings and General Topics

STUDENTS WHO TURN IN MORE THAN 2 LATE ASSIGNMENTS MAY RECEIVE A "UNSATISFACTORY" GRADE, AND FAIL THE COURSE AS A RESULT.

Please turn in a hard copy of your response paper to my mailbox on the 3rd floor, across from Room 311. All readings (as well as other forms, assignments and supporting documents) will be available online for you to read and print at the EDPR 250 EC website, <http://www.ed.illinois.edu/ci/oce/EDPR250EC.html>. Readings have been split in three sections, which will provide you with conceptual and practical tools to better make sense of the placements and your observations:

Part I: Introducing the placement

Reading/Topic Due Date

1. Developmentally Appropriate Practices
2. Infant-Toddler Curriculum

Response Paper

September 2
September 9

Part II: Some practical tools to support your placement

Reading

- 3A. Teaching to Temperaments
- 3B. Learning through Discovery
4. Twenty Tips for Growing a Baby's Brain

Response Paper Due Date

September 16
September 16
September 30

5. Gross and Fine Motor Development

October 7

Part III: Some larger issues in Early Childhood Education

Reading

- 6. Infant and Toddler Resilience
- 7. Assessment
- 8. Relation of Affect to Attention

Response Paper Due Date

- October 14
- November 4
- November 11

Assignments and Evaluation

1. Readings and Response Papers: After each reading, you are to prepare a **one-page single-spaced or two-paged double spaced** response paper. E-mail the papers to the Teaching Assistant by **Friday at midnight**. **A paper will not be accepted more than 2 days late and a “U” will be given for the assignment. If you receive more than 3 “U” grades, you will be in danger of not passing the course.**

Grading – To be considered for full credit, your response paper must include the following:

- Name, course number, article title, author, and date on the first page
- Proper formatting – single spaced, 1” margins, size 12 font in TIMES NEW ROMAN or 2 pages double spaced, 1” margins, size 12 font in TIMES NEW ROMAN
- Proper writing mechanics, including correct grammatical usage and spelling
- Demonstration of exploration and understanding of the assigned topic

Notes:

1. Please download and read the document **“Guidelines for the Written Assignments – The Response Paper”** on the EDPR 250 EC website for more information.
2. When e-mailing the assignments, please include **EDPR 250** on the subject.
3. You may be asked to rewrite an assignment if you have not appropriately and thoughtfully responded to article. Responses that are not rewritten to satisfaction and completion will receive a “U”.

2. Structured Observations: Please turn in each observation on the appropriate due date to the Teaching Assistant's mailbox. You may also e-mail the assignments. Handouts with the questionnaire are available for downloading at the EDPR 250 EC website.

Space Arrangements for Infant and Toddler Care

October 28

Planning for Infant and Toddler Care

December 7

Grading – To earn full credit for these assignments, the following criteria must be met:

- Each item is clearly and adequately addressed.
- Answers are mechanically and structurally correct.

- Answers demonstrate reflection, as well as observation.
 - Answers reflect collaboration with cooperating teacher.
3. Portfolio Assignment: One of the requirements for certification is an assessment portfolio. During this course, we will begin the development of your portfolio. Two sessions have been earmarked to discuss the portfolio:
- **September 21**: On this session, we will explain what the portfolio is about and what you are supposed to do for EdPr 250.
 - **December 7**: Students will present portfolios before they are due on December 7.
4. Philosophy Statement: The first part of the assessment portfolio is your philosophy statement. This semester you will draft an early version of the philosophy statement, with your TA's help and guidance. Students will turn in two preliminary drafts throughout the course, on **September 24**, **October 22**, and a final version on **November 19**. Students will attach a clean version of the final version after revisions to the portfolio before submission.

For more information, please download and read the file “**Guidelines for the Written Assignment – The Philosophy Statement**” from the EDPR 250 EC website.

Course Evaluation: To earn a satisfactory grade (S) in ED PR 250 you must have: (a) received a satisfactory report from your cooperating teacher; (b) satisfactory completed of your response papers and structured observations; (c) attended all scheduled seminars; (d) demonstrated appropriate professional behaviors; (e) verified your bloodborne pathogen training and TB test; (f) completed 24 hours at your day care site; and (g) submitted the portfolio (including the philosophy statement) with all requirements for the course.

The following standards are addressed in each of the following areas:

Clinical Observation and Participation:

Early Childhood Content Standards: 1, 2, 7, 8, 9, 10, 11, 12, 13, 16, 17

Illinois Professional Teacher Standards: 2, 3, 4, 5, 7, 9, 10, 11

Core Language Arts Standards: 2

Core Technology Standards:

Response Papers and Readings:

Early Childhood Content Standards: 1, 2, 7, 8, 9, 12, 13, 16, 17

Illinois Professional Teacher Standards: 2, 3, 5, 7, 9, 10

Core Language Arts Standards: 2

Core Technology Standards: 2, 6, 7, 8

Structured Observations

Early Childhood Content Standards: 1, 2, 10, 11, 12, 13, 16,

Illinois Professional Teacher Standards: 4, 5, 7

Core Language Arts Standards: 2

Core Technology Standards: 2

Class Schedule and Due Dates

Date	Time	Topic
August 24(Wed)	Class 4:00-4:50	First class: <ul style="list-style-type: none"> • Discussion of syllabus and assignments & accessing the EDPR 250 EC website
September 2 (Fri)	By midnight	DUE: Response paper for Reading 1
September 7(Wed)	Class 4:00-4:50	<ul style="list-style-type: none"> • Discussion of reading 1 • Placement distribution
September 9(Fri)	By midnight	DUE: Response paper for Reading 2
September 14 (Wed)	Class 4:00-4:50	PORTFOLIO: Introduction
September 16 (Fri)	By midnight	DUE: Response paper for Readings 3A/3B
September 21 (Wed)	Class 4:00-4:50	Discussion of readings 2 & 3A/3B
September 23 (Fri.)	By midnight	DUE: First draft of Philosophy Statement
September 30 (Fri)	By midnight	DUE: Response paper for Reading 4
October 5 (Wed)	Class 4:00-4:50	<ul style="list-style-type: none"> • Discussion of reading 4 • Feedback on first draft of statement
October 7 (Fri)	By midnight	DUE: Response paper for Reading 5
October 14 (Fri)	By midnight	DUE: Response paper for Reading 6
October 19 (Wed)	Class 4:00-4:50	Discussion of readings 5 & 6
October 21 (Fri.)	By midnight	DUE: Second draft of Philosophy Statement
October 28 (Fri.)	By midnight	DUE: SPACE ARRANGEMENTS PAPER
November 2 (Wed)	Class 4:00-4:50	<ul style="list-style-type: none"> • Discussion of Space Arrangements Paper • Feedback on second draft of statement
November 4 (Fri)	By midnight	DUE: Response paper for Reading 7
November 11 (Fri)	By midnight	DUE: Response paper for Reading 8
November 16 (Wed)	Class 4:00-4:50	<ul style="list-style-type: none"> • Discussion of readings 7 & 8 • Planning paper
November 18 (Fri)	By midnight	DUE: Final draft of Philosophy Statement
November 23 (Wed)		THANKSGIVING: NO CLASS!
November	Class 4:00-4:50	Portfolio check session (details TBA)

30(Wed)		
December 7 (Wed)	Class 4:00-4:50	Final Session: <ul style="list-style-type: none"> • Course Feedback • ICES Forms • Placement forms due
December 7 (Wed)	During Class	DUE: PLANNING PAPER

**Appendix A:
Handling the Load: Pearls of Wisdom from your fellow classmates!**

One landmark feature of the last session is asking the students to provide feedback to the incoming students about how to handle the assignments and the placement experience in EdPr 250. These are their suggestions:

On writing the response papers:

- Do the response papers early [in the week] because you will be busy with other courses. Watch your grammar. Don't be afraid to express yourself.
- Incorporate children and your personal experience into papers.
- Focus on reflections, not summary.
- Grammar counts! Please be sure to proofread everything.
- When you start your practicum, try to incorporate your experiences into the paper.
- Read the articles before observing for the week so you can apply what you observe in your response.
- Don't worry if you receive an Unsatisfactory. It does not dictate your final grade, but should serve as guide for improvement.
- Go through and highlight good points.
- Make sure you read and consider feedback because it influences your subsequent papers.

On the larger assignments (i.e. Portfolio, Space Arrangements Paper, Planning Paper)

- The portfolio is only an outline! It is not as overwhelming as it seems. Website: <http://edpr250.weebly.com/philosophy-of-education.html>
- Use electronic files as much as you can.
- Make sure to read the larger assignment sheets ahead of time so you can discuss them with your cooperating teacher.
- Keep copies of assignments for future portfolio use.

On carrying out your observations:

- Make sure it's clear you *want* to be there.
- Time management: Seriously manage your time and start hours early in the semester. Get stuff done in advance.

- Try to observe earlier in the week so you can write about your experience for each Friday paper.
- Have a routine schedule to go and stick with it. 3 hours a week works perfectly. However, don't be afraid to go at different times occasionally to see what else is going on.
- Make "to do" lists. They will keep you sane.
- Start right away and talk to the other student who is in your same placement about the classroom, teachers, children, etc.
- Be humble when working with teachers. Keep a professional attitude. Don't be afraid to ask a lot of questions.
- If you like the way a teacher does something, ask extra questions about it so you can use it later.
- Teachers are glad to have a lot of help. Show enthusiasm in the classroom. Don't just observe, interact!
- Don't talk about other teachers; professionalism is very important.
- Interact with the children, really try to get involved. Play, get dirty, sit on the floor, etc.
- Talk to your cooperating teacher about what you're supposed to do while in your placement. [Note: However, make sure to run any ideas you're not sure about through me – You do want to get involved, but not in a way that will not be beneficial to you]
- Get to know your cooperating teacher. It's more enjoyable to go to your practicum each week if you get along with your coop.
- Map out your time schedules, make sure you have enough time.
- Make sure you know the dress code for your field site.
- Don't wear your best clothes because when you're working around kids, anything is likely to happen and your clothes are more prone to get messed up.
- Be careful with your interactions with kids. Make sure your behavior is appropriate for your daycare (e.g. kissing, hugging, and the like).
- Don't freak out about the placement; you will be great.

On the discussion sessions:

- Review readings before class.
- Participation is required.
- **Be respectful. No cell phone or laptop use during class. Exercise respect for differences in backgrounds and opinions. Repeated abuse rule will result in removal from class and a possible "U" in the course.**
- Be open to discussing your placement.
- Bring questions about assignments.
- Share and bring stories from [the] observations, it makes [the] class a lot more fun.
- Get to know the people in your class. It will make everything easier and you'll come out with friends in the end.

