



Course Name: ECED 2131 Curriculum Development and Implementation Practicum- Age 3 (Prek) Through Grade 3
Credit Hours: 3

Semester Taught: TBA

Course, Time and Place:

Instructor Information:

Instructor:	Communication Information:	Office Hours:
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Required Text:

Required Materials or Readings:

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

Attendance: Attendance is required for all class sessions. Attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Catalog Course Description: The beginning practicum course is co-requisite with the course Curriculum and Development and Implementation: Age 3 through Grade 3. The field-based component of this course will provide experiences that address developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included. ECED 2130 (3,0T+3L).

Course Objectives:

1. Provide or facilitate a variety of activities that foster development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills.
2. Based in observation and interactions with children, explain using a strengths-based perspective, how each child is unique and can be encouraged through diverse ways, including creative play.
3. Utilize a physical setting, schedule, routines, and transitions to provide quality experiences that promote children’s development and learning.
4. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.

NM Teacher Competencies (InTASC), College of Education’s Conceptual Framework, and the NNMC Student Learning Outcomes.

New Mexico Entry Level Teacher Competencies (InTASC):

A: Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult’s role in supporting each child’s growth, development, and learning. **A.5.**

D. Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom



they work. Content includes, but is not

limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children’s initial experiences with these content areas form the foundation for later understanding and success. **D.5, D.7.**

E: Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children’s families, cultures, and communities. Early childhood professionals encourage young children’s problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children’s confidence in themselves as competent learners. **E.4, E.5, E.6, E.7, E.8.**

COE’s Conceptual Framework - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

- 1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
- 3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
- 4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
- positive student behavior and a safe and healthy environment.
- 7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Skills-

- 1. Utilization of technology-based tools to support student learning
- 2. Utilization of Planning and Assessment tools

Dispositions-

- 1. Fairness
- 2. A belief that all students can learn

NNMC Student Learning Outcomes

- 2. Ability to think critically through analytical, inventive and creative means
- 3. Demonstrate commitment to address cultural, social, and ethical responsibilities

Assignment Descriptions/Assessment Alignment:

Assignment/Assessment	NMPED Teacher Competencies	Knowledge, Skill or Disposition	NNMC SLO		Point Value
Placement information form, plan to complete hours		K8 D3	1, 3	1 @5 pts	5 pts
Attendance log- minimum 75 clock hours		K8 D3	1, 3	1 @10 pts	10 pts
Compose Introduction Letter - One-page letter to teacher, double-spaced		K8 D3	1, 3	1 @5pts	5 pts



adhering to professional boundaries, Competency G.					
Observations and Reflections Write a one-page, double-spaced journal entry. When observing: a) record what you see; b) explain using a strengths-based perspective; and c) reflect on the reflect with a high level of thinking.	A.5 D5, D7, E 4, 5, 6 7, 8, Objectives 2, 4	K1,2, 3, 4, 7, 8 S2 D3	1, 3	10 @2 pts	20 pts
Design a physical environment that encourages: active involvement, initiative, self-expression, creativity, and responsibility. The physical environment should include distinct blocks of time.	A.5 D5, D7, E 4, 5, 6 7, 8 Objectives 1, 3	K3, K4, K7, D1, S1	2, 3	1 @15 pts	15 pts
Science Lesson - Lesson plan including an introduction, summation and evaluation for a 30-minute early literacy lesson	A.5 D5, D7, E 4, 5, 6 7, 8 Objectives 1,2, 3, 4	K1, K4, K7, D2, S1	2	1 @10 pts	10 pts
Dispositions Checklist (self, mentor, COE faculty) NMTeach evaluation of applicable competency areas (checklist completed by mentor teacher)		K1, K7, D2, S1	3	1 @10 pts	10 pts
Portfolio Presentation - Practicum Portfolio, Rubric A-G, 1 example of each competency at Introductory or Applied Proficiency	A.11 D. 2, 3, 4, 6 E. 1, 2, 4, 5, 6, 7, 12 F. 9	K1, K4, D2, S2	3	1 @25 pts	25 pts
TOTAL POINTS					100 pts

Course Dates, Topics, Assignments:

Date	Topic/ Text Chapter	Assignment
WEEK 1-3	Introduction, Lab Experiences, Curriculum	Discussion, Syllabus, Plan to complete practicum, Letter of Introduction
WEEK 4 -7	Integrated Curriculum, Using Anti-bias Materials in the Classroom, Creative Expression of Children, Planning Blocks of Time for Learning	Observational notes sharing with peers
WEEK 8 - 10	Curriculum for the Whole Child, How to design a physical environment? What Works for Delivering Curriculum?	Observational notes sharing with peers Design a physical environment that encourages: active involvement, initiative, self-expression, creativity, and responsibility. The physical environment should include distinct blocks of time.
WEEK 11 - 13	What are the Elements of a Good Lesson plan?, Creating Meaningful Learning Environments, Why Are Observations Important?	Observational notes sharing with peers Science Lesson - Lesson plan including an introduction, summation and evaluation for a 30-minute early literacy lesson



WEEK 14 -15	Professionalism, Professional Codes of Ethics/Conduct	Observation, Reading, Reflection 10, Dispositions Checklist (self, mentor, COE faculty) Completed Attendance log
WEEK 16	Practicum Portfolio	Practicum Portfolio, A-G, 1 example of each competency at introduction or applied levels

Grading:

A+ 100 - 97	A 96 - 93	A- 92 - 90
B+ 89 - 87	B 86 - 83	B- 82 - 80
C+ 79 - 77	C 76 - 73	C- 72 - 70
D+ 69 - 67	D 66 - 63	D- 62 - 60
F 59 - 0		

Late Work: Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nnmc.edu to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

Academic Ethics: Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1)submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

