



**Course Name:** ECED 4478L (24613) Teaching and Learning Practicum  
**Credit Hours:** 2

**Semester Taught:** Fall/Spring

**Course Date, Time and Place:**

**Instructor Information:**

<p><b>Instructor:</b>                  Catherine Martinez Berryhill,                  PhD</p>	<p><b>Communication Information:</b>                  cathyb@nnmc.edu                  (505) 927-4137 Mobile</p>	<p><b>Office Hours:</b>                  As needed</p>
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**Required Text:** No text required

**Required Materials or Readings:** *download and print these standards:*

[http://www.corestandards.org/wp-content/uploads/Math\\_Standards1.pdf](http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf)

<https://thewonderofscience.com/new-mexico-stem-ready-science-standards>

**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 field practicum is a co-requisite course of teaching and learning reading and writing; teaching and learning math and science, or teaching and learning social studies, fine arts, and movement. The field base component will provide experiences that address curriculum content and practice teaching that is relevant for children pre-K through grade three in developmentally and culturally sensitive ways. *Prerequisites:* COE permission *Co-requisites:* ECED 4475, ECED 4476, or ECED 4477. (2, 0T+2L).

**Course Objectives:**

This course will focus on the following Early Childhood Education competencies and the Northern New Mexico conceptual framework for teacher preparation. On completion of this course, students will be able to demonstrate the **application** of all A-I competencies and emphasizing the following competencies:

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.13.**

I: Curriculum and content knowledge. **I.1, I.2, I.3, I.4, I.5, I.6, I.8, I.9, I.12, I.13, I.14.**

**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.
2. Instruction: the teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.
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.
5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes 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.
8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.
9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

### **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
3. Ethical Behavior

### ***NNMC Student Learning Outcomes***

1. Ability to communicate clearly and effectively
2. Ability to think critically through analytical, inventive and creative means
3. Demonstrate commitment to address cultural, social, and ethical responsibilities
4. Demonstrate proficiency in the use of Current Technology and Innovation

### **Practicum Assignments: Descriptions/Assessment Alignment:**

<b>Assignments/Assessments</b>	<b>NM ECE Common Core Competencies</b>	<b>DTE Knowledge Principles (K)</b>	<b>NNMC SLO</b>	<b>Skills (S) Dispos itions (D)</b>	<b>Points</b>
<b>Practicum Portfolio Requirements</b>					
I. Personal Information Documents (3)			1,2	S2,D3	Introduction 20 pts
Bi weekly discussions	E 13, I1, I2	K8, K9, D3	1,2	S2, D3	6@20
II. Classroom Environment Documents (4)		K2,K6	1,2	S2,D3	
III. Curriculum & Instruction Observation and reflection on the interactions of the science and math activities you will be asked to perform.	E.13; I.1, I.2, I.3, I.5, I.8, I.9, I.12, I.13	K1,K4,K7, K8, K9, D3	1,2,3, 4	S1, S2 D1,D2, D3	14 @ 20 points each



Final Reflection over Practicum Field Experience					50 pts
Self-Report Disposition Checklist					10 pts.
<b>Total Points</b>					<b>500 points</b>

**Grading:****Based on percentage of points**

A+ 100 - 97  
 B+ 89 - 87  
 C+ 79 - 77  
 D+ 69 - 67  
 F 59 - 0

A 96 - 93  
 B 86 - 83  
 C 76 - 73  
 D 66 - 63

A- 92 - 90  
 B- 82 - 80  
 C- 72 - 70  
 D- 62 - 60

**ASSIGNMENTS** (See schedule for due dates)

Date	Topic/ Text Chapter	Assignment
WEEK 1	Introduction, Syllabus, Class Policies and Procedures-Teaching Math and Science	Introductory discussion 20
WEEK 2	Concept Development, Constructivism, Six Steps Lesson Plan, Standards	Math Project 1 20
WEEK 3	Science, Engineering, Technology Inquiry Learning	Science Project 1 20 Discussion 20
WEEK 4	PreK, 1 Concepts, Skills, Number Sense, Counting, Comparison Standards	Math Project 2 20
WEEK 5	Science Engineering Standards, Spatial Sense and Concepts	Science Project 2 20 Discussion 20
WEEK 6	Measurement and Time, Measurement Standards, Data Graphing Standards	Math Project 3 20
WEEK 7	Integrating Curriculum, STEM/STEAM Standards, Language Literacy Standards	Science Project 3 20 Discussion 20
WEEK 8	Symbols and High-Level Concepts, Number Symbols and Concepts	Math Project 4 20
WEEK 9	Mathematics Concepts/Operations for Primary Grades, Instructional Strategies	Science Project 4 20 Discussion 20
WEEK 10	Place Value, Geometry, Data Analysis, Measurement, Grades 1-3	Math Project 5 20
WEEK 11	Math Lesson Plan Presentations	Science Project 5 20 Discussion 20
WEEK 12	Investigations in Primary Science	Math Project 6 20
WEEK 13	Earth and Space Sciences, Technology and Science Applications	Science Project 6 20 Discussion 20
WEEK 14	Science Lesson Plan Presentations	Math Project 7 20



WEEK 15	Best Early Childhood Math and Science Teaching and Learning Strategies	Science Project 7 20 Discussion 20
WEEK 16	Presentations	Final PPT presentation 50 Practicum papers 10
		500 total points

**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](mailto: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.

