



**Course Name:** ECED 4497 STUDENT TEACHING  
**Bachelor of Arts -Early Childhood Education**  
**Credits:** 9 credits

**Semester Taught:** Fall 2020

**Course Time, and Place:** As assigned

**Instructor Information:**

Instructor: Victoria Garcia, MA	Communication Information: <a href="mailto:victoria.garcia@nmmc.edu">victoria.garcia@nmmc.edu</a> 505-747-5462	Office Hours: Monday's 9:00 am – 12:00 Friday's 8:00 am - 12:00
------------------------------------	--	---

**Required Text:**

1. NMPED Licensure Guide,  
<https://webnew.ped.state.nm.us/wp-content/uploads/2019/02/PLB-Quick-Guide-1-24-19.pdf>
2. NMPED Licensure Online Application and Payment, Quick Start Guide  
[https://webnew.ped.state.nm.us/wp-content/uploads/2020/04/Application-Quick-Start-Guide\\_v1.0\\_4.7.2020.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/04/Application-Quick-Start-Guide_v1.0_4.7.2020.pdf)
3. NMPED Home Page  
<https://webnew.ped.state.nm.us/>
4. NMPED Licensure Home Page  
<https://webnew.ped.state.nm.us/bureaus/licensure/>
5. NMPED Teacher Competencies and Teacher Assessment Information  
<https://webnew.ped.state.nm.us/bureaus/licensure/how-to-apply/>

**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:** Fifteen (15) weeks of student teaching must be completed during the registered semester. Failure to complete the minimum required weeks/hours will result in a failure of the course semester and the candidate will be required to retake Student Teaching. Student teacher candidates are permitted no more than **five** (5) absences during their 15 weeks of student teaching. Student teacher candidates are required to notify the mentor teacher, the principal's office and the college supervisor of the absence **prior** to the absence.

**Catalog Course Description:** This course is designed as the capstone field experience in the teacher preparation program and provides opportunities for the Student Teacher to integrate and refine the many competencies acquired throughout the ECE program. This course is a full-time practicum requiring Student Teachers to complete a minimum of 15 weeks with a full day being 100% of the school day. Student Teachers are placed with one Mentor Teacher. Student teaching is a time of continued learning, improvement and growth, supported by the Mentor Teacher and the Student Teaching Faculty in the College of Education. Final placement in a school is decided by the College of Education. Student teaching also involves the collection of competency based artifacts providing evidence toward the understanding of the teaching profession. *Prerequisites:* Completion of the Early Childhood Education Core and passing NES Essential Academic Skills (I, II III). *Corequisite:* ECED 4480 Seminar. (9,0T+9L).

**Course Objectives:**

- A. Student will demonstrate the application of child growth, development and learning theory.



- B. Student will demonstrate the application of health, safety and nutrition in an age 3 to grade 3 setting.
- C. Student will demonstrate the application of family and community collaboration in an age 3 to grade 3 setting.
- D. Student will demonstrate the application of developmentally appropriate content in an age 3 to grade 3 setting.
- E. Student will demonstrate the application of working appropriately in an age 3 to grade 3 learning environment and the implementation of appropriate curriculum.
- F. Student will demonstrate the application of the assessment of children and evaluation of program in an age 3 to grade 3 setting.
- G. Student will demonstrate the application of professionalism in an age 3 to grade 3 setting.

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

*New Mexico Entry Level Teacher Competencies (InTASC): On completion of this course, students will be able to demonstrate the **application** of the following competencies:*

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.1, A.2, A.3, A.4, A.5, A.6, A.7, A.8 A.9, A.10, A.11.**

B: Health, safety and nutrition: Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is appropriate and important to the total development of young children and their families. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations. **B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8.**

C: Family and community collaboration: Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and cooperative relationship with each child’s family, encouraging family involvement, and supporting the child’s relationship with his or her family. The diverse cultures and languages representative of families in New Mexico’s communities are honored. **C.1, C.2, C.3, C.4, C.5, C.6, C.7, C.8, C.9, C.10, C.11, C.12, C.13.**

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.1, D.2, D.3, D.4. D.5, D.6, 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.1, E.2, E.3, E.4, E.5, E.6, E.7, E.8, E.9, E.10, E.11, E.12, E.13, E.14.**



F: Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measure in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs. **F.1, F.2, F.3, F.4, F.5, F.6, F.7, F.8, F.9, F.10, F.11, F.12.**

G: Professionalism: Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in ongoing professional development to enhance their knowledge and skills. **G.1, G.2, G.3, G.4, G.5, G.6, G.7.**

H: Knowledge of Content: Early childhood teachers demonstrate content knowledge and knowledge of child development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus early childhood teachers develop, implement, and value a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. **H.1.a, H.1.b, H.1.c, H.1.d, H.1.e, H.1.f, H.1.g, H.1.h, H.1.i, H.1.j, H.1.k, H.1.l, H.2.a, H.2.a.i, H.2.a.ii, H.2.a.iii, H.2.a.iv, H.2.b, H.2.c, H.2.d, H.2.e, H.3.a, H.3.b, H.3.c, H.3.d, H.4.a, H.4.b, H.4.c, H.4.d, H.4.e, H.4.f, H.4.g, H.5.a, H.5.b, H.5.c, H.5.d, H.5.e, H.5.f, H.5.g.**

I: Curriculum and content knowledge. **I.1, I.2, I.13, I.4, I.5, I.6, I.7, I.8, I.9, I.10, I.11, I.12, I.13, I.14.**

***DTE'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

<b>Assignment Checklist- All assignments are required for completion of Student Teaching</b>	<b>NMPED Teacher Competencies</b>	<b>Knowledge, Skill or Disposition</b>	<b>NNMC SLO</b>	<b>Pts.</b>
Student placement form, Background check, Pre-student teaching meeting w/mentor/teacher candidate	G	K 6, 8, 9, D-3	SLO 1,2,3	10 pts.
Plan to complete hours	G	K 6, 8, 9, D-3	SLO 1,2	10 pts.
Pre-observation meeting w/mentor teacher	D, E, F, G	K 7	SLO 1, 3	5 pts.
First formal observation by mentor teacher (lesson plan required)	A, B, C, D, E, F, H, I	K 1-7, S-2, D 1-3	SLO 1-3	5 pts.
First formal observation by college mentor (lesson plan required)	A, B, C, D, E, F, H, I	K 1-7, S-2, D 1-3	SLO 1-3	5 pts.
Pre-observation meeting w/mentor teacher	D, E, F, G	K 1-9, D1-3, S1-2	SLO 1-3	5 pts.
Second formal observation mentor teacher (lesson plan required)	A, B, C, D, E, F, H, I	K 1-7, S-2, D 1-3	SLO 1-3	5 pts.
Second formal observation college mentor (lesson plan required)	A, B, C, D, E, F, H, I	K 1-7, S-2, D 1-3	SLO 1-3	5 pts.
Final NMTeach evaluation of applicable competency areas (checklist completed by mentor teacher)	A-I	K 1-9, S 1-2, D 1-3	SLO 1-4	10 pts.
Pupil evaluations form	A-I	K 1-9, S 1-2, D 1-3	SLO 1-4	5 pts.
Self-evaluation form	A-I	K 1-9, S 1-2, D 1-3	SLO 1-4	5 pts.
Dispositions Checklist (self, mentor, DTE faculty)	I-I	D 1-3	SLO 3	5 pts.
Reflection journal entries	A-I	K 1-9, S 1-2, D 1-3	SLO 1-4	15 pts.
Documentation log of student teaching hours	G	D 1-3	SLO 1	10 pts.

**Course Dates, Topics, Assignments Due**

<b>Date</b>	<b>Student Teaching Field Experience Artifacts</b>	<b>Due Date</b>
Weeks 1-3	Placement information form , plan to complete hours, documentation log	09/06/2020
Weeks 4-7	1 <sup>st</sup> Pre-observation meeting w/mentor teacher, mentor teach formal observation (lesson plan required)	10/13/2020
Weeks 7-10	DTE mentor formal observation (lesson plan required)	11/01/2020
Weeks 11 -13	2 <sup>nd</sup> Pre-observation meeting w/mentor teacher, 2 <sup>nd</sup> mentor teach formal observation, 2 <sup>nd</sup> college mentor formal observation (lesson plan required)	11/22/2020
Weeks 14-15	Pupil evaluation form Self-evaluation form	12/06/2020



Week 16	Reflection journal entries Documentation log of student teaching hours Disposition Checklist (self, mentor, DTE mentor/faculty) Final NMTeach evaluation of competency areas (checklist completed by mentor teacher)	12/11/2020
---------	---	------------

**Grading**

A+ 4.33 Outstanding	A 4.00 Outstanding	A- 3.67 Outstanding
B+ 3.33 Above Average	B 3.00 Above Average	B- 2.67 Above Average
C+ 2.33 Average, Passing	C 2.00 Average, Passing	C- 1.67 Average, Passing
D+ 1.33 Below Passing	D 1.00 Below Passing	D- 0.67 Below Passing
F 0.00 Not Passing		

**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@nmmc.edu](mailto:v.trujillo@nmmc.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 **that small portion of the requirements still lacking** for 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.

