



Course Name: ECED 4480 Student Teaching Seminar

Semester Taught: Fall 2020

Course Time, and Place: 4:30 -7:00

Credits- 3

Zoom 8/20, 9/17, 10/15, 11/19, 12/3

Instructor Information:

Instructor: Victoria Garcia	Communication Information:
Office Hours: Monday's 9:00 am – 12:00	victoria.garcia@nmmc.edu
Friday's 8:00 am - 12:00	505-747-5462

Required Text: none

Required Materials or Readings: Competency-Based Collection of Artifacts

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. Since this is an online class, 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. Number of Instructor/Student Hours: 3 credit hours equals 45contact hours.

Catalog Course Description: This course provides guided discussion, reflections, lesson planning, and observations revolving around the student teaching experience. As part of the lab course, student will complete a student teaching experience and student study assignment by collaborating with a mentor, principle, and the school community. This course provides interaction with other students in the ECE field setting. Guided discussions address classroom management, student learning, lesson plans, discipline, school/home communication, and professional development. Additional areas include professional issues, ethics and portfolio preparation. *Prerequisites:* Completion of the Early Childhood Education Core, Passing the Essential Academic Skills Assessment and the New Mexico Assessment of Teacher Competency (Early Childhood)-provide to the College of Education, pre-student teaching application packet and interview. Co-requisite: ECED 4479L Student Teaching. (3, 3T+0L).

Course Objectives:

- A. Student will provide evidence of the application of child growth, development and learning theory.
- B. Student will provide evidence of the application of health, safety and nutrition in an age 3 to grade 3 setting.
- C. Student will provide evidence of the application of family and community collaboration in an age 3 to grade 3 setting.
- D. Student will provide evidence of the application of developmentally appropriate content in an age 3 to grade 3 setting.
- E. Student will provide evidence of the application of working appropriately in an age 3 to grade 3 learning environment and the implementation of appropriate curriculum.
- F. Student will provide evidence of the application of the assessment of children and evaluation of program in an age 3 to grade 3 setting.
- G. Student will provide evidence of 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 mastery 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 on-going 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. *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

Course Dates, Topics, Assignments Due

Date	Topic/ Text Chapter	Assignments due	Due Date
8/20/2020	Syllabus, review Portfolio artifacts Review	Review Course Syllabus Review Review Portfolio Checklist <ol style="list-style-type: none"> 1. Background Check Completed (should already be in file) 2. Awards certificates (3) 3. Philosophy of Education (see rubric: Should already be in file) 4. New Mexico Code of Ethics (Provided) 5. NNMC Lesson Plans (4) 6. Disposition Checklist(s) 2 7. Goal Setting Phase 1,2,3 8. School policies report (1) 9. Weekly Planning and Reflection Report (14) 10. Teacher Evaluation (2) 11. Assessment of Classroom Teaching(2) 12. Emergency Lesson Plans (1) 13. Visitation Record (2) 14. Final Reflection Conceptual (1) 15. Framework Competencies (1) 16. Classroom Management Plan (2) 	This is NOT a part of the Seminar grade, BUT are the artifacts required for the student teaching capstone experience. Attendance-20 pts.
9/17/2020	Classroom Management Code of Ethical Responsibility	New Mexico Code of Ethics reading strategy Classroom Management Strategies	9/17/20 Attendance-20 pts.
10/15/2020	Lesson Planning	Lesson Planning	10/15/2020 Attendance-20 pts.
11/19/2020	Lesson Planning	Lesson Planning & documentation of accommodations and EL strategies	11/19/2020 Attendance-20 pts.
12/03/2020	Exit Interviews	Program exit interviews	12/03/20 Attendance-20 pts.



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 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.

