



TED UNIVERSITY
FACULTY OF EDUCATION

ECE 481(1-8-0) 5 Credits / 10 ECTS

STUDENT TEACHING IN EARLY CHILDHOOD

FALL 2016

Instructor: Assist. Prof. Dr. Sühendan ER

Time and Place: Student teaching at preschool on Tuesdays; Meeting at the university on Fridays during 5-6 pm at A129

Office Hours: Mondays 14-16

E-mail: suhendan.er@tedu.edu.tr (the fastest way to contact me)

Office Phone: 0312 585 0 041

Catalogue description: Independent student teaching experience with children ages between zero and five in different early childhood education programs. Instructional planning. Design of learning environments. Assessment of learning. Provision of parent involvement. Participation in professional development activities. (The language of instruction in this course is both Turkish and English)

Learning outcomes:

Upon successful completion of this course, a student will be able to

1. plan developmentally appropriate learning experiences for children ages between zero and three in early childhood education programs
2. demonstrate knowledge of developmentally appropriate curriculum for children ages between zero and three
3. demonstrate knowledge of content areas for early childhood education
4. demonstrate knowledge of child development in practice with children ages between zero and three
5. demonstrate ability to facilitate learning during free choice, structured, learning center activities, and group activities
6. utilize developmentally appropriate instructional strategies to teach children ages between zero and three
7. integrate interdisciplinary perspectives to early childhood teaching
8. interact effectively with young children ages between zero and three
9. demonstrate ability to show respect for individual and cultural differences
10. collaborate, as an early childhood teacher, effectively with colleagues, parents, families, and community
11. employ multiple assessment techniques to monitor learning and instruction in a preschool setting
12. document children's development and learning experiences in a preschool setting
13. apply professional and ethical guidelines to early childhood teaching
14. identify several professional development goals, based on evaluation of performance as an early childhood teacher

Readings

Tyminski,C. (2010). Your early childhood student teaching and student teaching experience. Guidelines for success. Pearson.

Student Work Load:

Observation 50 hrs; Hands-On Work 20 hrs; Resource Review 20 hrs; Video Analysis 10 hrs; Oral Presentation 25 hrs; Lesson Designs 25 hrs

Planned Learning Activities and Teaching Methods:

Telling/Explaining; Discussions/Debate; Questioning; Scaffolding/Coaching; Demonstrating; Problem Solving; Microteaching; Case Study/Scenario Analysis; Video Presentations; Oral Presentations; Hands-on Activities; Service Learning; Web Searching

COURSE POLICIES**I. TED University Code of Academic Integrity**

TED University takes academic integrity seriously. **Please read through the entire code acquaint yourself with how violations are defined.** Entire code might be found at the following link:

<http://www.tedu.edu.tr/Assets/Documents/Content/genel/TEDU-Academic-Catalog.pdf>

II. Attendance

This course requires your regular participation, attendance and punctuality. It is expected you to attend the class on a regular basis and be on time. It is your responsibility to keep in touch with me about the emergencies prior to class. Exceeding 10% of attendance of with unexcused absences will result a half letter grade reduction. If you exceed 6 class hours on theoretical discussion time you will fail. The TEDU policy concerning attendance will be followed strictly.

III. Late Work

You are supposed to turn in each assignment on time. I will only accept late assignments in unusual circumstances (e.g. documented illness). In all other cases, I will reduce %10 of the total point per day for late work, and the assignment will not be accepted after three days late.

IV. Assignment Rules

All assignments must be typed and prepared in APA style. It is expected that you turn in assignments on time.

V. Academic Honesty Policy

This course adheres to the academic honesty policy. I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from internet. All are plagiarism.

b. All parties to plagiarism are considered equally guilty. If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. *Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen.* Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. *Avoid plagiarism by citing sources properly!*

VI. Announcements

All announcements will be sent to your e-mail address. It is your responsibility to keep your e-mail address operative all times. Check your e-mails regularly in order to be informed.

COURSE ASSIGNMENTS

- A. Reflection Pieces (%20)** You are supposed to prepare 4 reflection pieces about certain points that are mentioned below. One purpose of these reflections is to become more conscious about the classroom culture, community of learners and their practices. The other main purpose is to recognize yourself as a future teacher and gain experience in teaching young children. Your reflections can be in the form of a 1-2 pages paper prepared in APA style. There is no due date for the pieces so whenever you are ready bring it into class for mutual assessment.
1. As you reflect on your growth as a teacher, what insights have you gained about creating and maintaining a positive learning climate?
 2. By paying attention to the classroom routines observe your cooperating teacher and make notes about; how does she start a lesson or activity? How does she give directions? What is the sequence of steps for a lesson? How many minutes does she spend on each step? What questions does she ask? How does she know if the children understand? How does she handle misbehavior? How does she allow for differences in ability? How does she end the lesson? How do the children react to the lesson? Reflect on what you have observed. What would you do the same way or differently? What questions do you have for your cooperating teacher?
 3. Observe your cooperating teacher. Comment on informal and formal strategies she uses to assess student learning.
 4. Interview with your cooperating teacher about parent-teacher conferences or participate one and comment on the contributions and effects of these conferences. Also ask about how the teacher gets prepared for them.
- B. Lesson Plans (%25)** Throughout the semester you will prepare 5 lesson plans and implement all of them in your student teaching classroom. The weekly subjects for your lesson plans are listed below in the course schedule.
- C. Micro-teaching (%25)** For this assignment, you are supposed to perform a lesson which is among the 5 prepared lesson plans. The teaching will be observed by me on the obtained day.
- D. Final exam (30%)** The exam will be consisted of open ended questions on the experience you have had all along the term.

Grading Scale:

Your grade points will be tabulated and evaluated using the following scale in order to determine the final course grade:

Percentage	Grade	GPA (4.00)
90 – 100	A	4.0
85 – 89	BA	3.5

80 – 84	BB	3.0
75 – 79	CB	2.5
70 – 74	CC	2.0
60 – 69	DC	1.5
50 – 59	DD	1.0
≤ 49	F	0
Both Absent and Unsuccessful	FX	0

Course Assessments & Learning Outcomes Matrix:

Assessment Methods	Learning Outcomes
Reflection Pieces	#3, #9, #10, #11, #13, #14
Lesson Plans	#1, #2, #3, #4, #5, #6, #7, #11, #12
Micro-teaching	#1, #2, #3, #4, #5, #6, #7, #8, #11, #12
Final exam	#1, #3, #5, #6, #11, #14

Grading Rubrics

Grading rubrics for field trip reflections and instructional presentation will be presented and clarified in class in a timely manner before they are due.

Tentative schedule

DATE	TOPIC	DUE DATES
Week 1- Session I (27/9/2016) TUE	Introduction to the course	
Week 1-Session II (29/9/2016) FRI	Preparing to begin student teaching Ch.1	
Week 2-Session I (5/10/2016) TUE	Student teaching	
Week 2-Session II (6/10/2016) FRI.	Becoming a professional teacher Ch.2	
Week 3-Session I (12/10/2016) TUE	Student teaching	
Week 3-Session II (13/10/2016)FRI	Establishing effective professional relationships Ch.3	
Week 4-Session I (19/10/2016) TUE	Student teaching	
Week 4-Session II (20/10/2016) FRI.	Guiding young children in the classroom Ch.4	
Week 5-Session I (25/10/2016) TUE	Student teaching	
Week 5-Session II (27/10/2016) FRI.	Classroom management; environments and routines Ch.5	
Week 6-Session I (3/11/2016) TUE	Student teaching	
Week 6-Session II (3/11/2016) FRI.	Observations and evaluations of student teaching Ch.6	
Week 7-Session I (9/11/2016) TUE	Student teaching	
Week 7-Session II (10/11/2016) FRI.	Assessment of young children Ch.7	
Week 8-Session I (16/11/2016) TUE	Student teaching	
Week 8-Session II (17/11/2016) FRI.	Supportive instruction Ch.8	
Week 9-Session I 23/11/2016 TUE	Student teaching	
Week 9-Session II (24/11/2016) FRI.	Understanding diverse communities and interacting with children's families Ch.9	Teaching plan 1 DUE
Week 10-Session I (30/11/2016) TUE	Student teaching/ micro teaching	
Week 10-Session II (1/12/2016) FRI.	Evaluation of teaching	Teaching plan 2 DUE
Week 11-Session I (7/12/2016) TUE	Student teaching / micro teaching	
Week 11-Session II (8/12/2016) FRI.	Evaluation of teaching	Teaching plan 3 DUE
Week 12-Session I (14/12/2016) TUE	Student teaching / micro teaching	

Week 12-Session II (15/12/2016) FRI.	Evaluation of teaching	Teaching plan 4 DUE
Week 13-Session I (21/12/2016)	Student teaching/ micro teaching	
Week 13-Session II (22/12/2016)	Evaluation of teaching	Teaching plan 5 DUE
Week 14-Session I (28/12/2016)	Student teaching/ micro teaching	
Week 14-Session II (29/12/2016)	Evaluation of the term	

**This syllabus and the schedule are subject to changes.*