EDU 440: KINDERGARTEN EDUCATION AND PRACTICUM
Winter Trimester 2012-2013
Tuesdays and Thursdays: 10:15 – 12:15
Class Location: Fairchild 109

INSTRUCTOR: Melissa H. Clark, Ph.D.
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Office: Fairchild 100
Office Hours: Tuesdays and Thursdays 1:00-3:00 or by appointment

AMERICANS WITH DISABILITIES ACT:
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact (contact person) at (phone number). (contact person) is located in (office of contact person).

The contact information:
Hattiesburg campus: Ms. Brenda Waldrip, 601-318-6188, Student Services Office in Lawrence Hall.
Tradition campus: Mr. Jerry Bracey, 228-702-1802.
Keesler Center: Ms. Amanda Knesal, 228-376-8480.
New Orleans campus: Dr. Arnold Arredondo, 504-286-3296, William Carey University Nursing Building.

UNIVERSITY STATEMENT ON ACADEMIC INTEGRITY:
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University’s Policies and Procedures manual and in the student handbook, The Redbook.

CATASTROPHIC EVENT PLAN
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at http://wmcarey.edu/saderwatch.
**TEXT:** This course will use student and professor selected research and readings relevant to early childhood education and developmentally appropriate kindergarten instruction.

**CATALOG DESCRIPTION:**
Kindergarten Education and Practicum: (three hours) A study of appropriate educational practices and programs in kindergarten with an emphasis on national and state early childhood standards. The class includes class seminars and observations and teaching experiences in a kindergarten classroom. Prerequisites: EDU 308 and 311 and admission to teacher education (red card).

**COURSE DESCRIPTION AND RATIONALE:**
This course is designed to provide an in-depth study of developmentally appropriate kindergarten curriculum and organization as stated in international (*ACEI), national **(NAEYC) *** (INTASC), and Common Core State Standards, in addition to those related to early childhood education. Class sessions and observing and teaching in kindergarten environments are designed to help prepare university students to function effectively in the kindergarten classroom. Emphasis is placed on understanding and meeting the needs of kindergarten children as evidenced through actual work in a kindergarten classroom.

* (ACEI) Association for Childhood Education International
**(NAEYC) National Association for the Education of Young Children
*** (INTASC) Interstate New Teacher Assessment and Support Consortium

**LEARNING OUTCOMES:**
Upon completion of this course, the student will exhibit:

1.0 an understanding of the development of early childhood education and current and best practices based on state, regional, national and international standards with emphasis on guidelines of various groups, such as the Association of Childhood Education International (ACEI), the National Association for the Education of Young Children (NAEYC), Southern Early Childhood Association (SECA) and the Mississippi Early Childhood Association (MECA) as those standards and guidelines relate to curriculum development and correlate to the Mississippi Kindergarten Curriculum. (ACEI Standard 1, 2, 3, 4, 5; INTASC Principles # 1, 2, 3, 5, 8, 9, 10; NAEYC Standards # 1, 2, 3, 4).

2.0 an understanding of the purpose and need for early childhood education and the importance of the value of play activities as the major method through which young children learn. (INTASC Principles # 1, 2, 4, 5, 6,; ACEI Standards 1, 3.1; NAEYC Standards # 1, 2, 3,)

3.0 a practical working knowledge regarding the development of the curriculum for early childhood programs with emphasis on national, regional and Mississippi Kindergarten Curriculum standards. (ACEI Standards 1, 2, 3, 4, 5; INTASC Principles # 1, 2, 4, 6, 7, 8, 9); NAEYC Standards # 1,3, 4).
4.0 an understanding of the physical, social, emotional, and cognitive development of young children and how the total development of children should be reflected in curriculum development and practical application. (ACEI Standards 1, 2, 3; INTASC Principles # 2, 3, 10; NAEYC Standards # 1, 3, 4).

5.0 the ability to select appropriate equipment and supplies for an early childhood program based on state, regional and national guidelines during the field-based experience. (ACEI Standards 1, 2, 3; INTASC Principles # 1, 2, 3, 5; NAEYC Standards # 1, 4).

6.0 the ability to design an early childhood physical facility for both inside (classroom) and outside space. (ACEI Standards 1, 3.1, 3.2, 3.3, 3.4, 3.5; INTASC Principles # 1, 5, 7, 9, 10; NAEYC Standard # 4)

7.0 the ability to provide appropriate interdisciplinary learning experiences for all young children including exceptional and culturally diverse populations. (INTASC Principles # 2, 3, 5, 9, 10; ACEI 1, 3.1, 3.2; NAEYC Standards # 1, 3, 4).

8.0 an understanding of the value of parent and community involvement as a vital component of the daily curriculum. (ACEI Standards 1, 5.3, 5.4; INTASC Principles # 2, 5, 7, 9, 10; NAEYC Standards # 2, 3, 4)

**COURSE REQUIREMENTS:**

1.0 Attend all class sessions as scheduled.

2.0 Read and actively participate in the discussions of assigned topics and self-selected articles for class assignments.

3.0 Complete 25 hours of observation and related assignments in a self-selected kindergarten classroom and turn in the observation verification form signed by supervising kindergarten teacher. NOTE: Each student will be assigned a two-hour observation (minimum) of a kindergarten teacher at Oak Grove Primary School. Your hours of observation at Oak Grove may be included in your total hours; however, the Oak Grove Kindergarten Teacher must sign and date your verification form. You must include a separate, typed reflection of your observation in the Oak Grove kindergarten classroom and submit it on D2L.

4.0 Keep a SUMMARY journal (reflection) of your time in the kindergarten classroom. Include: (a) observations of what the children were doing in group times, learning centers, etc.; (b) information concerning teacher – student interactions; (c) information concerning selected case study student; and (d) how you helped the teacher with all the students. This journal is NOT a day by day journal. Specific guidelines will be provided and you are to respond to those
guidelines. You will write an observation summary based on the 10 point guidelines AND you will write a general reflection of your entire observation experience.

5.0 Write a child-observation case study report, using a selected student. Ask the classroom teacher to help you choose a child who has some type of disability (physical, learning, social, emotional, etc.). Do NOT use the student’s last name in writing your case study. Specific guidelines will be provided.

6.0 Develop and conduct at least one group-time/big-book activity in the kindergarten classroom. This activity must be based on objectives from the Common Core State Standards, and should be related to your bulletin board and one-week unit theme. This activity should be practiced in the EDU 440 class (see due date in syllabus). You may not have time to present your entire lesson to your peers but the professor expects each student to “talk” about the lesson and teach your “hook” (song/poem/finger play, etc.) as part of your in-class presentation. Place a copy of your CORRECTED lesson plan on D2L (under the discussion section) for all EDU 440 classmates AFTER your plan has been graded by the professor. After presentation to peers, schedule a time with your chosen kindergarten classroom teacher to present the group time/big book activity to the children. This group-time activity should consist of telling or reading a story to the kindergartners, AND teaching a song, poem and/or a finger play, etc., which has the same theme. Make a video, CD or DVD of your lesson and complete the self-evaluation form which will be provided. The video/CD/DVD will be submitted to your instructor in class and the form will be submitted in D2L. The video, CD or DVD will not be returned to you; it will be kept by the department for archive purposes.

Have your supervising kindergarten teacher evaluate your teaching with the evaluation form provided and return it to the professor in class within three days after the lesson is presented. The summative assessment is due at that time also and should be submitted on D2L.

7.0 Develop and conduct a small group/learning center phonemic awareness activity. This activity should be practiced in the EDU 440 class (see due date in syllabus). Submit your lesson plan on the discussion board in D2L for all EDU 440 classmates AFTER your plan has been graded by the professor. After presentation to peers, schedule a time to present it to your selected kindergarten classroom.

Have your supervising kindergarten teacher evaluate your teaching with the evaluation form provided and return it to the professor in class within three days after the lesson is presented. The summative assessment is due at that time also and should be submitted on D2L.
8.0 Write a one-week unit based on an appropriate topic approved by the professor. A detailed rubric will be provided. NOTE: Don’t procrastinate!! Start planning now!!

9.0 As part of the one-week unit, each student will prepare TWO developmentally appropriate, teacher-made learning activities/games that relate to the unit theme and are relevant to specific objectives within the unit. Those two games will be presented during the informal unit presentations in class on the due date listed in this syllabus. Suggestions include: file folder games, “envelope” games, hands-on object games, etc.).

10.0 Students should choose their one-week unit themes within the first two weeks of the course and develop an instructive and interactive bulletin board that relates to the self-selected unit theme/topic. Each student will be assigned a bulletin board space in the Fairchild Building or the Lorena Roseberry Smith Building. Bulletin boards must be completed and displayed in the assigned space by the professor’s deadline. Guidelines will be provided. NOTE: Your bulletin board should be included in your unit as a way to introduce your theme.

EVALUATION CRITERIA:

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Meetings</td>
<td>150</td>
</tr>
<tr>
<td>Attendance and punctuality, positive attitude, attentiveness</td>
<td></td>
</tr>
<tr>
<td>responsibility, cooperation, initiative, and effort (see Teacher Dispositions Sheet)</td>
<td></td>
</tr>
<tr>
<td>Research Articles (Choose 6 of 10 possible topics)</td>
<td>90</td>
</tr>
<tr>
<td>Turned in by due date, use of correct APA citation, grammar, spelling and adherence to professor’s article format</td>
<td></td>
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<tr>
<td>Bulletin Board</td>
<td>50</td>
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<tr>
<td>Reflection of Field Trip</td>
<td>10</td>
</tr>
<tr>
<td>Reflection of Visit to Oak Grove (2 hours)</td>
<td>10</td>
</tr>
<tr>
<td>Observation/teaching hours (25) and observation/summary/reflection journal</td>
<td>175</td>
</tr>
<tr>
<td>Case Study</td>
<td>25</td>
</tr>
<tr>
<td>Written Lesson Plan for Group time/Big Book Lesson</td>
<td>50</td>
</tr>
<tr>
<td>Video/CD/DVD (and self-evaluation)</td>
<td>30</td>
</tr>
<tr>
<td>Kindergarten Teacher’s Evaluation of Group time/Big-book Lesson</td>
<td>50</td>
</tr>
<tr>
<td>Written Lesson Plan for Phonemic Awareness Lesson</td>
<td>50</td>
</tr>
<tr>
<td>Kindergarten Teacher’s Evaluation of Phonemic Awareness Lesson</td>
<td>50</td>
</tr>
<tr>
<td>Two teacher-made learning activities/games relevant to unit (30 points each)</td>
<td>60</td>
</tr>
<tr>
<td>One-week unit (final project/exam)</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>
All assignments must be typed and original rubric/checklist must be stapled to each assignment.

Points will be deducted from any assignment that is turned in after the professor’s deadline. **No points will be given for assignments turned in more than one week after the due date unless special provisions (due to a severe emergency) have been made in writing between the student and the professor.** ALL assignments must be turned in by the final class meeting or no points will be given. No late assignments will be accepted after the final class meeting or during final exams.

**NOTE:** Be careful to do your best in this course since you will not be able to student teach until you have successfully completed EDU 440.

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1000 - 950</td>
</tr>
<tr>
<td>B</td>
<td>949 - 860</td>
</tr>
<tr>
<td>C</td>
<td>859 - 760</td>
</tr>
<tr>
<td>D</td>
<td>759 – 740</td>
</tr>
<tr>
<td>F</td>
<td>Below 740</td>
</tr>
</tbody>
</table>

**COURSE REFERENCES**

**Professional Journals:**

- *Childhood Education* (Association for Childhood Education International)
- *Young Children* (National Association for the Education of Young Children)
- *Dimensions* (Southern Early Childhood Association)
- *Educational Leadership* (Association for Supervision and Curriculum Development)
- *The Kappan* (Phi Delta Kappa)

**Professional Magazines:**

- *Instructor*
- *Learning*
- *Teaching Pre K – 8*
- *Early Childhood Today*

**Interesting Websites to visit:**

- [http://www.ABCteach.com](http://www.ABCteach.com) (learning center ideas/teacher-made games, etc.)
- [http://www.teachtrekers.com](http://www.teachtrekers.com) (virtual field trips)
- [http://www.poducah.k12.ky.us/curriculum/kindergarten.htm](http://www.poducah.k12.ky.us/curriculum/kindergarten.htm)
- [http://www.gckschools.com/schools/jb/kindergarten_websites.htm](http://www.gckschools.com/schools/jb/kindergarten_websites.htm)
- [http://www.asps.edu/aps/SRMaron/Kindergartenwebsites.html](http://www.asps.edu/aps/SRMaron/Kindergartenwebsites.html)
http://www.just-for-kids.com/EDUBIG.HTM (good place to find Big Books)

http://www.scholastic.com

http://www.thebestkidsbooks.com/unaughtools.html

http://www.spacesforchildren.com/preschrm.html (classroom floor plans)

www.smartdraw.com (classroom floor plans)

http://www.kizclub.com/storypatterns.html

http://www.dltk-teach.com (mini books for each letter of the alphabet)

http://www.pbskids.org/lions/parentsteachers/resources/kguide/ (Between The Lions Public Broadcasting System program)

http://arcytech.org/java/integers/integers.html (lesson plan suggestions for math)

http://www.mbayaqorg/efc/cam_menu.asp (aquarium virtual tours)

http://www.lite.iwarp.com/klitlinks.htm (Online Literature-Based Resources for Kindergarten Teachers)

lpupdate@learningpage.com (Learning Page Newsletter)

ascd@smartbrief.com (Association for Curriculum Development Smart Brief newsletter)

PEN@PublicEducation.org (Public Education Newsletter)

www.dltk-kids.com/crafts (good craft ideas for student learning activities)

http://www.raisingsmall souls.com/animal-school-text.html (a lesson in the uniqueness of each learner)

www.princetonol.com/groups/iad/lessons/elm/elemlines.html

www.arts.ufl.edu/art/rt_room/sparkers

www.lesontutor.com

www.readwritethink.org

www.kinderart.com
http://www.jaymctighe.com/
http://www.sciencegeek.net/lingo.html
http://www.weatherwizkids.com
http://www.fcrr.org (learning centers)
http://www.enchanged learning
http://www.teachertube.com
http://starfall.com
www.sqooltube.com

NOTE: See additional websites on class handouts

Professional Organizations

Association for Childhood Education International
National Association for the Education of Young Children
National Council for the Accreditation of Teacher Education
Interstate New Teacher Assessment and Support Consortium
Southern Early Childhood Association
Mississippi Early Childhood Association

NOTE: Do NOT wait to do your observations and teaching lessons in the kindergarten classrooms; get those scheduled as soon as you can. Many schools are involved in statewide testing in May and will be unwilling for guests to come into their schools as the testing date gets closer.

Week One:
  Tuesday, November 13

  Review Syllabus
  Biographical Sketches

  Suggestions before next class session:
  NOTE: Access the home page of each of the following professional organizations
  Association for Childhood Education International (ACEI) to make sure you are familiar with them.
  National Association for the Education of Young Children (NAEYC) 1) Code of Ethical Conduct;
  2) Guidelines for Developmentally Appropriate

Interstate New Teacher Assessment and Support Consortium (INTASC)
Southern Early Childhood Association (SECA)
Mississippi Early Childhood Association (MsECA)
Mississippi Department of Education (MDE)
Kindergarten Guidelines
Common Core State Standards
Developmental milestones for children ages 3-7

**Review of class session topics**

**Organization of portfolio: Suggested, but optional**
(purchase a LARGE ring binder before the next class session and get your tabs set up according to portfolio order checklist in your handouts)

**Research assignments:** 1) Oral Language/vocabulary Development

**NOTE:** Study your syllabus and all handouts provided on D2L and come to the next class session prepared to ask questions to clarify assignments and other expectations.

**Thursday, November 15**

WCU – School of Education Mission
Professional Dispositions Statement
“Community of Learners”
Developmentally Appropriate Practices
Discuss information assigned from previous class
Discuss bulletin board, big book, unit theme
Review Brain Development Research

**Assignment Due:** Turn in article review on D2L and discuss research on 1) Oral Language/vocabulary Development

**Research assignments:** Write article review on 2) Differentiated Instruction in Kindergarten

**NOTE:** All article topics are listed in this course schedule. Get a head start with your research so you will not feel rushed.
Week Two:

Tuesday, November 27  Due: Turn in article review on D2L and discuss research on Differentiated Instruction

*Research assignment:* 1) Big/Shared Book/Read Aloud Strategies, 2) Concepts of Print *(Choose One)*

Begin developing big book/shared book lesson based on unit idea theme
Receive bulletin board location and develop bulletin board based on unit theme.

NOTE:  All article topics are listed in this course schedule.  Get a head start with your research so you will not feel rushed.

Thursday, November 29  Fieldtrip to the Petal Center for Families and Children
Driving directions will be provided on a separate handout on D2L.

Type personal reflection immediately following the fieldtrip and turn it in on D2L.

Week Three:

Tuesday, December 4  **Due:** Turn in article review on D2L and discuss research on Big Book/Shared Book Strategies or Concepts of Print

Sign up in class for Big Book Title (for Big Book Lesson)

Sign up in class for Bulletin Board Theme and Space

*Research assignments:* 1) Phonological Awareness/Phonemic Awareness;
2) Alphabetic Understanding *(Choose One)*

**Reminder:** Finish developing Big Book/Shared Book Lesson to be presented in the next class

Thursday, December 6  **Due: ALL Big Book Lesson Plans Due**

Informal presentations of Big Book lessons

Turn in article review on D2L and discuss research on Phonemic/ Phonological Awareness or Alphabetic Principle
Reminder: Begin developing phonological awareness lesson plan

Week Four:

Tuesday, December 11  Continue informal presentations of Big Book Lesson Plans
Due: Kindergarten classroom teacher information form due to professor on D2L

Research assignment: Developmentally Appropriate Assessment in Kindergarten
Continue developing Phonological Awareness lesson

Thursday, December 13  Due: ALL Phonological Awareness Lesson Plans Due on D2L
Informal presentations of Phonological Awareness Lessons

Week Five:

Tuesday, December 18  Continue informal presentation of Phonological Awareness Lessons
Due: Turn in research article on D2L and discuss Developmentally Appropriate Assessment in Kindergarten

Research assignment: Learning Centers in the Kindergarten Curriculum

Thursday, December 20  Due: Turn in research assignment on Learning Centers (Submit in D2L)
Bring the first day of your one-week unit to class.

Tuesday, December 18, by 4:00 is the DEADLINE for displaying bulletin boards.

Have you started working on your one-week unit yet?  Don’t procrastinate!!

NOTE:  Do NOT wait to do your observations and teaching lessons in the kindergarten classrooms; get those scheduled as soon as you can.  Many schools are involved in statewide testing and will be unwilling for guests to come into their schools as the testing date gets closer.

Week Six:
Tuesday, January 15  
Due: Turn in your case study on D2L and discuss listening comprehension and Creative Writing

Assignment: Work on your one-week unit.

Thursday, January 17  
Out-of- Class Assignment: Work on your observation hours (They must be completed by the end of week 8.)

Week Seven:

Tuesday, January 22  
Discuss social and emotional development in young children and the importance of play

YOU SHOULD BE WELL INTO DEVELOPING YOUR ONE-WEEK UNIT. DON’T PROCRASTINATE. UNITS ARE DUE Tuesday, February 5th.

Thursday, January 24  
Out-of- Class Assignment: Work on your observation hours (They must be completed by the end of week 8.)

Week Eight:

Tuesday, January 29  
Meet in class

Thursday, January 31  
Due: ONE-WEEK UNIT AND TWO TEACHER-MADE GAMES DUE in class – Informal presentations in class

COURSE EVALUATIONS due today in class

NOTE: The end of this week (the eighth week) is your deadline for having ALL observation and teaching hours completed.

Week Nine:

Tuesday, February 5  
Continue informal presentations of one-week unit and two teacher-made games

Thursday, February 7  
No class meeting

Week Ten:

Tuesday, February 12  
No class meeting
Thursday, February 14  

No class meeting

NOTE: Graded units may be picked up by noon on Thursday, November 8th from my office in Room 109. See the secretary/administrative assistant if the room is locked. Units will be stored in my office for the first two weeks of the next quarter, but if not picked up during that time, they will be placed on a shelf in the back of Fairchild room 109.

Final grades are accessed by students according to the Registrar’s Office schedule. Do not ask the professor for your final grade.

In order to limit distractions in classes, please:
1) arrive for class on time;
2) stay for the entire class;
3) turn off cell phones;
4) do not bring children to class, and
5) do not bring lap top computers to class.

Bibliography

Young Children, 55 (2), 90-93.


“Expect great things from God; attempt great things for God.”
William Carey