

DINÉ COLLEGE
CDTE MASTER COURSE SYLLABUS

COURSE NUMBER	ECE 110
COURSE TITLE & CREDITS	Field Experience: K-3 rd grade (4 credits)
SEMESTER	
CLASS MEETING TIME(S)	
LOCATION	
INSTRUCTOR	
OFFICE LOCATION	
OFFICE PHONE NUMBER	
E-MAIL	
OFFICE HOURS	
BEST CONTACT METHOD	
PREREQUISITE (if any)	ECE 111 and another ECE program core course.

COURSE DESCRIPTION

This course is designed to assist candidates in applying content from ECE coursework to the daily experiences of teaching in a K-3 setting. Candidates are expected to apply theory, materials, and research discussed in the coursework, assess applicability, and critique best practices in teaching and learning children in grades K-3. The course can be applied toward CDA Subject Areas 5, 6, and 7 (managing an effective program, maintaining a commitment to professionalism, and observing and recording children's behavior), and provides CDA assessment preparation. It also counts toward an Arizona ECE endorsement.

The language of instruction will be 50% Navajo.

COURSE OUTCOMES

The pre-service teacher ...

Nitsáhákees:

- Understands laws, professionalism, and community expectations as they pertain to the teaching profession
- Understands K'é as a system for building relationships with students, families, and colleagues

Nahat'á:

- Designs lessons based on how learners grow and develop
- Collaborates in pre-conferences with supervisors and mentors
- Designs personal and professional plans for program and teaching success
- Integrates K'é into curriculum and instructional practices

liná:

- Applies K'é with students, families, and colleagues

Sih hasin:

- Self-assesses readiness in establishing effective learning environments
- Commits to lifelong learning
- Self-critiques continually to evaluate and improve her or his instructional practice
- Demonstrates self-direction based on concepts of t'áá hó ájit'éego as'ah oodáál dóo t'áá hó ájit'éego hózhóogo oonish
- Values K'é as a system for building relationships with students, families, and colleagues

InTASC STANDARDS

Learner and Learning
<p><i>#1 Learner Development.</i> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><i>#3 Learning Environments.</i> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>
Content Knowledge
<p><i>#4 Content Knowledge.</i> The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>
Instructional Practice
<p><i>#6 Assessment.</i> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p><i>#7 Planning for Instruction.</i> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
Professional Responsibility
<p><i>#9 Professional Learning and Ethical Practice.</i> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><i>#10 Leadership and Collaboration.</i> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>

ESSENTIAL QUESTION

SUGGESTED TEXTS AND RESOURCES

COURSE AND PROGRAM ASSESSMENTS

Self-assessment

GRADING POLICY

You will earn a course grade by compiling points-per-assignment. Each of the assignments is worth a certain number of points as indicated above. You will receive no points for late assignments. Grades will be calculated by dividing points earned by total possible points, which creates a percentage, which translates into a traditional letter grade as follows:

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- 59% or less = F

SCHEDULE (Optional)

ATTENDANCE POLICY

As teacher candidates, attendance for every class period is important and expected. An absence from class or practicum teaching is granted only in the case of:

- A verifiable illness (a doctor's statement may be requested).
- Being a patient in a Navajo or other traditional/religious ceremony (again, a medicine-person's or equivalent's signed, notarized statement may be requested).
- A death in the immediate family.

All instructors must be contacted individually beforehand to request an absence. Instructors can be contacted in person, by phone, or by email. Do not leave a message with another faculty or staff person.

DISABILITY SUPPORT SERVICES

Diné College is committed to providing college-wide educational support and assistance for students with documented disabilities. Students who have learning disabilities, sensory impairments, psychological disabilities, or physical conditions are encouraged to meet with a Disability Coordinator to discuss resources and reasonable accommodations.

The following services are available: classroom accommodation, testing accommodations, educational coaching and referral for academic support services, career advising, and supportive counseling. Eligibility for services is dependent upon documentation of individual's specific disability.

The Disability Support Services are available at the Tsaille and Shiprock Campuses. Community Campus students seeking accommodations are encouraged to contact one of the two offices: Tsaille (928) 724-6856 or Shiprock (505) 368-3627.

ACADEMIC INTEGRITY

Students are responsible for the integrity of their academic work. Examples of academic dishonesty include but are not limited to, obtaining unauthorized assistance in any academic work: cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report or project without the instructor's approval for obtaining additional credit or

an improved grade; and, representing the work of others as one's own. Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the student from the course and issuing a grade of "W"; academic probation or and recording the decision in the student's academic record.