

Mayville State University

EDUC 436A Kindergarten Methods Field Experience (32772)

Fall 2025
2 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Sarah Kallock

Contact Information:

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Hours of Availability:

Available for meetings by appointment.

Instructional Mode: Online asynchronous

Course Dates: October 20 – December 14

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Course Materials and Technologies

Required

No required texts.

Use of Artificial Intelligence in this Course

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Any plagiarism or other form of cheating will be dealt with severely under the relevant Mayville State University policies

Course Description

This 60-hour field experience is designed to give teacher candidates experience in a pre-k or Kindergarten classroom. Teacher candidates will work in a pre-k or kindergarten classroom during the practicum to develop their content knowledge and teaching skills. They will observe early childhood teaching methods, analyze professional teaching practices, reflect on their experiences, lead lessons, and demonstrate professional dispositions and ethical behavior. Prior to the start of the field experience, candidates are required to have an approved background check and liability insurance.

Pre-requisites: EDUC 436

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

1. Demonstrate the use of effective instructional strategies using manipulatives and play across the disciplines for kindergarten instruction. (INTASC 1, 2, 8, NAEYC/NDECTES 1,4, EIECEC 1, 6, SLO 1, 3 NDESPRS 1,5)

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2. Demonstrate and evaluate assessment processes used in kindergarten education. (INTASC 6, 9, NAEYC/NDECTES 3, EIECEC 4, SLO 3, NDESPERS 3)
3. Evaluate classroom environments that facilitate developmentally appropriate learning for kindergarten students. (INTASC 2, 3, 4, NAEYC/NDECTES 9, EIECEC 6, SLO 3)
4. Demonstrate explicit instruction to individuals, small groups, and whole groups in small, sequenced steps, at an appropriate level of instruction. (INTASC 1-5, 7, 8, NAEYC/NDECTES 1, 4, 5, EIECEC 1, 6, SLO 1, 3, NDESPERS 1,3)
5. Evaluate teacher resources for kindergarten classrooms. (INTASC 5, 6, 7, NAEYC/NDECTES 4, 5, EIECEC 1, 6, SLO 2)
6. Research and discuss issues related to kindergarten students' motivation for learning both at home and in school; teacher responsibilities in the kindergarten classroom; differentiated instruction; and the importance of home-school connection. (INTASC 5, 7, 9, 10, NAEYC/NDECTES 5, EIECEC 6, SLO 2)
7. Create center-based lessons that demonstrates support of multiple learning styles using age appropriate but academically focused center-based learning, literature, projects, play, song, art, movement, and technology. (INTASC 1-4, 6, NAEYC/NDECTES 1, 4, 5, EIECEC 1 SLO 3, NDESPERS 1,3)

Course Expectations

Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University email address.
- When I need to communicate with students as a whole group, I will post an announcement through Blackboard. To stay informed, I recommend checking the Announcements section daily.
- When I need to communicate with students individually, I will do so through an email. Students are accountable for all academic communications sent to their MSU email address.
- I will check my email and Blackboard Monday-Friday. If an email is sent during working hours, I will respond within 24-48 hours. I try to not respond to emails over weekends.

Assignments and Assessments

Activity	Points	Due Date
Placement Survey	5	Week 1 (October 21)
Liability Insurance	5	Week 1 (October 21)
Background Check	5	Week 1 (October 21)
Introduction Letter	10	Week 1 (October 21)
Lesson Plan 1: Science of Reading	15	Week 7 (December 2)
Lesson Plan 2: Science of Math	15	Week 7 (December 2)
Lesson Plan 3: Science/Social Studies	15	Week 7 (December 2)
Observation 1	20	Week 8 (December 9)
Observation 2	20	Week 8 (December 9)
Observation 3	20	Week 8 (December 9)
Observation Reflection	30	Week 8 (December 9)
Journal	30	Week 8 (December 9)
Recorded Lesson Evaluation	30	Week 8 (December 9)
Practicum Hours Log (60 hours minimum)	30	Week 8 (December 9)
Total	250	

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Activity	No. of Occurrences	Points Possible	Percent of Total Grade
Initial Requirements	4	25	10%
Lesson Plans	3	45	18%
Observations/Reflection	4	90	36%
Journal	1	30	12%
Recorded Lesson Evaluation	1	30	12%
Practicum Hours Log	1	30	12%
Total Points		250	

Evaluation and Grading

Grading Policies

- **Feedback:** Assignments are due on their due date. Dropbox your assignments in Blackboard. Assignment feedback is typically given within 7 days of assignment submission via Blackboard. Larger projects can take longer to review so expect feedback within 10 days of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus.
- After feedback has been provided on an assignment, students have 5 days, from the date the feedback was given, to ask questions on the feedback provided.
- Due dates for everything from discussion forums to assignments are critical in this course as my input or assignments are often required for others to complete their work. I know that timeliness is an attribute that is measured in the InTASC standards and disposition evaluations in teacher education.
- Please plan ahead-don't wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion. It is up to you to take advantage of this allotted time. All assignments and expectations are accessible starting day one of the semester.
- Discussion Boards are not able to be made up if missed, review due dates, and make plans accordingly.
- Students are responsible for accessing the information and assignments as they are presented in Blackboard and in the Syllabus.
- Students are required to complete ALL weekly assignments, discussion forums and graded assignments in order to earn a passing grade in this course and it is the student's responsibility to keep track that all assignments and discussion forms have been completed by their due date.
- It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is often the best way to make sure that assignments have been submitted.
- Late work is determined by the Blackboard Dropbox. There is a 1-point loss per day after the due date. **Late work is not accepted 5 days after the due date.**
- Please do not email your work. Dropbox your work on Blackboard. If you have difficulty submitting, please contact the MSU Help Desk or Blackboard support services.

Attendance/Participation Policies

- **Attendance and participate.** At Mayville State University, student attendance and participation are very important elements of university success. This is required for successfully completing this course and prescribes to the attendance policy for required courses in your major. Participation is an expectation of students and teachers in the K-12 educational system, and so it is an expectation for all components of the course. To successfully complete this course, your attendance and active participation is required. Participation will result in solidifying the readings, activities, and research you have done adding to the quality of your learning experience. Check your MSU email and Blackboard for assignments and announcements.
 - Students are to fulfill all requirements of the course.
 - Professionalism, academic honesty, dispositions, and commitment to education are vital elements and are

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assessed throughout the course. Candidates are expected to read course materials, have assignments completed prior to class, and participate in all aspects of this course in a professional manner.

Grading Scale

A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

Breakdown of Grades

A= 94 – 100%	→	235 - 250 points
B= 87 – 93%	→	218 - 234 points
C= 80 – 86%	→	200 - 217 points
D= 70 – 79%	→	175 - 199 points
F= < 70%	→	0 – 174 points

Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is NOT considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

- Enrollment Verification Assignment for EDUC 436a: Week #1 Discussion/Course Verification Assignment

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

All information is laid out in detail on Blackboard in each weekly folder.

Week	Topics & Assignments	Due Date
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Week 1	<input type="checkbox"/> Placement Survey <input type="checkbox"/> Liability Insurance <input type="checkbox"/> Background Check <input type="checkbox"/> Model Code of Ethics for Educators Quiz Introduction Letter	10.26.25
Week 2	Complete practicum hours	11.2.25
Week 3	Complete practicum hours	11.9.25
Week 4	Complete practicum hours	11.16.25
Week 5	Complete practicum hours	11.23.25
Week 6	Complete practicum hours	11.30.25
Week 7	<input type="checkbox"/> Lesson Plan 1: Science of Reading <input type="checkbox"/> Lesson Plan 2: Science of Math <input type="checkbox"/> Lesson Plan 3: Science/Social Studies Complete practicum hours	12.7.25
Week 8	<input type="checkbox"/> Observation Reflection <input type="checkbox"/> Journal <input type="checkbox"/> Recorded Lesson Evaluation <input type="checkbox"/> Practicum Hours Log	12.12.25

Course Timeline and Schedule are subject to change as deemed necessary by the instructor.

Continuity of Academic Instruction for a Pandemic or Emergency

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

If a significant health or safety event necessitates a change in course format, plans for remote options for this course include continuing the course as planned in Blackboard.

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

INTASC

Standard 1: Learner Development. 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.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. 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.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

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Standard 6: Assessment. 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.

Standard 7: Planning for Instruction. 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.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. 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.

Standard 10: Leadership and Collaboration. 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.

NAEYC Standards/ND Early Childhood Teacher Education Standards:

Standard 1: Child Development and Learning in Context: Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

Standard 3: Child Observation, Documentation, and Assessment: Early childhood educators (a) understand that the primary purpose of assessment is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d) build assessment partnerships with families and professional colleagues.

Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

Standard 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum:

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, methods and tools of inquiry, and structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

EIECEC

Standard 1: Child Development and Early Learning Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

Standard 4: Assessment Processes Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive

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to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

North Dakota Education Standards and Practices Reading Standards

Standard 1: Foundations of Literacy Acquisition

Standard 3: Assessment

Standard 5: Structured Literacy Instruction

ESPB Program Approval Standards

Standards Alignment (Early Childhood Education Program Approval Standards-ND ESPB):

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.
- 2a: Know about, understand, and value the diversity of families.
- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
- 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.
- 5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

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- 5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State’s effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- **SLO #1:** Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- **SLO #2:** Students understand subject matter deeply and flexibly so they can advance their students’ learning, address misconceptions and apply ideas to everyday life.
- **SLO#3:** Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.

Instructional Strategies

The content of EDUC 436a will be delivered by:

- Collaborative Learning Activities
- Direct Video Instruction
- Modeling
- Interactive – discussion
- Indirect – Inquiry
- Use of Technology
- Case Scenarios
- Student-led teaching and learning

Late Arrivals

Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Course Materials and Technologies

All written work will use:

- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION)** Any papers that includes research references must include internal notes and a working bibliography in APA format. The APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>
- Writing Expectations: Being able to express one’s thoughts in a clear and well thought out manner is held in very high regard in this course. Individuals considering positions education must be able to convey information and ideas verbally as well as in writing. Education is a profession and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or that they access The Writing Center for assistance with their writing.

References / Bibliography

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- Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.

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- Hendler, S., & Nakelski, M. (2008). Extended day kindergarten: Supporting literacy and motor development through a teacher collaborative model. *Early Childhood Education Journal*, 36(1), 57-62. doi:10.1007/s10643-008-0241-8
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