



Western Technical College

## 10307174 ECE: Introductory Practicum

### Course Outcome Summary

#### Course Information

<b>Description</b>	In this 3-credit practicum course you will learn about and apply the course competencies in an actual early childhood setting. You will explore the standards for quality early childhood education, demonstrate professional behaviors, and meet the requirements for training in the Wisconsin Model Early Learning Standards.
<b>Career Cluster</b>	Education and Training
<b>Instructional Level</b>	Associate Degree Courses
<b>Total Credits</b>	3
<b>Total Hours</b>	108

#### Textbooks

*Wisconsin Model Early Learning Standards*. 5th Edition. Copyright 2017. Publisher: Wisconsin Department of Public Instruction. **ISBN-13:** 978-1-57337-166-7. Required.

#### Learner Supplies

Lanyard with student ID. **Vendor:** To be discussed in class. Required.

Art Supplies: Adult scissors, colored markers, crayons, and Sharpie marker. **Vendor:** To be discussed in class. Required.

#### Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Expand a Growth-Mindset

3. Cultivate Passion: Increase Self-Awareness
4. Live Responsibly: Develop Resilience
5. Live Responsibly: Embrace Sustainability
6. Live Responsibly: Foster Accountability
7. Refine Professionalism: Act Ethically
8. Refine Professionalism: Improve Critical Thinking
9. Refine Professionalism: Participate Collaboratively
10. Refine Professionalism: Practice Effective Communication

## High Impact Practices

1. Industry Credential or Certificate: by the end of this course, you will develop the skills necessary to obtain an industry-recognized certificate or credential.
2. Work-Based Learning: this course applies your learning to your desired profession by working in industry placements such as internships, practicums, clinicals, or co-ops.

## Program Outcomes

1. Cultivate relationships with children, family, and the community
2. Demonstrate professionalism

## Course Competencies

1. **Analyze how WI Early Learning Standards provide a framework of guiding principles, developmental expectations, and program and performance standards to delineate the five developmental domains that embody delivery of quality education and care to young children.**

### Assessment Strategies

- 1.1. by describing tasks of young children
- 1.2. by summarizing your understanding of the WI Model Early Learning Standards
- 1.3. by applying the performance standards to a specific situation observed

### Criteria

*You will know you are successful when*

- 1.1. you reflect on how the nine guiding principles are the foundation of the WMELS
- 1.2. you delineate the health and physical development domain in terms of domain, rationale, performance and program standards, and developmental continuum
- 1.3. you delineate the social emotional domain in terms of domain, rationale, performance, and program standards, and developmental continuum
- 1.4. you delineate the language development and communication domain in terms of domain, rationale, performance, and program standards, and developmental continuum.
- 1.5. you delineate the approaches to learning domain in terms of domain, rationale, performance, and program standards
- 1.6. you delineate the cognitive domain in terms of domain, rationale, performance, and program standards
- 1.7. you include specific examples of developmental skills and tasks in each of the domains

### Learning Objectives

- 1.a. Characterize work style in relation to others
- 1.b. Identify the important developmental tasks of a child birth through entrance to first grade
- 1.c. Incorporate all developmental domains in the concept of "the whole child"
- 1.d. List the developmental behaviors of a focus child in each developmental domain
- 1.e. Incorporate the different "lenses" (Keeping the child at the center, Ecological thinking, Intentionality, and Experiential learning) used in teaching

- 1.f. Examine the guiding principles that informed the development and application of the early learning standards
- 1.g. Explain why the early learning standards are important
- 1.h. Recognize the intended purpose and use of the early learning standards as a framework for determining curriculum and assessment, interactions with children and families, and early childhood programming
- 1.i. Examine each of the domains in terms of domain, rationale, performance and program standards, and developmental continuum
- 1.j. Examine the developmental continuum in each of the domains
- 1.k. Classify observed child behaviors according to appropriate developmental domain
- 1.l. Review information on statewide initiatives that support child development

**2. Incorporate WI Early Learning Standards with the principles of developmentally appropriate practice, intentionality and the teaching cycle to examine child development.**

**Assessment Strategies**

- 2.1. by examining your role and practices as a teacher
- 2.2. by reflecting on how you implement the steps of the teaching cycle
- 2.3. by describing the developmental skills and tasks of a focus child
- 2.4. by documenting child behavior in objective observation records

**Criteria**

*You will know you are successful when*

- 2.1. you complete a web of a child (between birth and entrance to first grade) that describes child's developmental tasks and skills and characteristics as a "whole child"
- 2.2. you include a description of the skills and characteristics of the child in each domain
- 2.3. you include written observations of the child in each domain
- 2.4. you write observations that are objective, descriptive, and of appropriate number and variety

**Learning Objectives**

- 2.a. Identify assessment, planning and implementation as the steps of the teaching cycle
- 2.b. Recognize the principles of developmentally appropriate practice
- 2.c. Examine intentionality as a core element of developmentally appropriate practice
- 2.d. Incorporate observation as an essential element of the teaching cycle
- 2.e. Differentiate between objective and subjective observation records
- 2.f. Recognize ongoing assessment as a "snapshot" of a child's developmental skills that when put together, form a "movie" of the child's development
- 2.g. Practice documenting child behavior and progress with objective observation techniques

**3. Evaluate program integration of WI Early Learning Standards into the teaching cycle of Ongoing assessment, Planning and curriculum goals, and Implementation.**

**Assessment Strategies**

- 3.1. by assessing a focus child's attainment of performance standards in each domain
- 3.2. by comparison of assessment tools
- 3.3. by interviewing a colleague regarding curriculum and assessment methods

**Criteria**

*You will know you are successful when*

- 3.1. you write a report of your interview with a colleague regarding their curriculum and assessment methods
- 3.2. you describe and analyze curriculum model used
- 3.3. you describe and analyze activity planning used
- 3.4. you describe and analyze assessment methods used
- 3.5. you explain how WMELS are used in the program
- 3.6. you summarize what you learned in the interview
- 3.7. you provide relevant details and overall analysis of the curriculum and assessment methods used
- 3.8. you include personal reflections and conclusions that evaluate the information gained in the interview

**Learning Objectives**

- 3.a. Identify the steps in the teaching cycle
- 3.b. Practice the steps in the teaching cycle
- 3.c. Observe and record behavior and skills
- 3.d. Relate the WMELS to the establishment of learning goals

- 3.e. Relate the WMELS to the planning of appropriate curriculum and activities
- 3.f. Relate the WMELS to the measurement of progress toward learning goals

**4. Identify specific goals and learning and assessment activities to promote the development of a focus child utilizing the WI Early Learning Standards.**

**Assessment Strategies**

- 4.1. by recognizing the needs and rights of all children, including those with identified special needs and disabilities
- 4.2. describing inclusion, support and adaptation strategies to meet the needs of all children
- 4.3. by exploring a case study of a child with an IFSP or IEP
- 4.4. by developing a plan to promote the development of a focus child

**Criteria**

*You will know you are successful when*

- 4.1. you complete goal setting and planning forms for a focus child
- 4.2. you describe the child's current level of functioning in each developmental domain
- 4.3. you identify which assessment tool was used to evaluate child
- 4.4. you list child's current level of development which is related to the outcomes in the identified assessment tool
- 4.5. you include at least one goal for the child, which is related to the current levels described
- 4.6. you include an appropriate activity or strategy to support the child in reaching the goal
- 4.7. you include appropriate method to measure and document child's progress toward the goal
- 4.8. you identify a daily care routine (hand washing, diapering/toileting, tooth brushing, eating, dressing/undressing)
- 4.9. you include examples of 5 performance standards related to the goal that can be promoted during that daily care routine

**Learning Objectives**

- 4.a. Discuss how the how WI Model Early Learning Standards are applicable for all children birth to first grade including children with disabilities
- 4.b. Explain how WI Model Early Learning Standards are used to guide the development of an Individual Family Service Plan (IFSP) or Individual Education Plan (IEP) for children with disabilities
- 4.c. Explain how goals determined for children are related to the WI Model Early Learning Standards
- 4.d. Demonstrate proper use of assessment and goal setting to develop curriculum plans
- 4.e. List performance standards in each developmental domain that address children's self-help skills and daily routines

**5. Develop a plan for child learning utilizing the performance standards, developmental continuum and developmental domains from the WI Model Early Learning Standards that is based on experiential learning.**

**Assessment Strategies**

- 5.1. by reviewing tools to evaluate the learning environment
- 5.2. by describing the vital role of play as integral to child learning and development
- 5.3. by reflecting on your teaching practices regarding the environment and relationships in the program
- 5.4. by developing a learning plan for your focus child
- 5.5. by assessing your own understanding of WI Model Early Learning Standards

**Criteria**

*You will know you are successful when*

- 5.1. you create a learning plan for your focus child
- 5.2. you include large group goal/s and appropriate activity or activities
- 5.3. you include small group goal/s and appropriate activity or activities
- 5.4. you include individualized small group goal/s and appropriate activity or activities
- 5.5. you include individualized goal/s and appropriate activity or activities based on your focus child's needs
- 5.6. you include examples of how learning goals will be embedded in daily routines and schedule
- 5.7. you include topic/theme/unit based on child needs, interests and goals
- 5.8. you include materials and experiences in each of the learning centers
- 5.9. you describe how goals will be addressed through materials and experiences in learning centers
- 5.10. you describe how progress toward goals will be measured/documented

- 5.11. you assess your understanding and implementation of the WI Model Early Learning Standards

#### **Learning Objectives**

- 5.a. Compare and contrast experiential and non-experiential teaching activities
- 5.b. Discuss stages of learning during play and the importance of planning extended time for children to play
- 5.c. Determine goals for children based on their developmental age levels
- 5.d. Implement plans for developmentally appropriate environments and experiences that support children's approach to learning and accomplishment of goals
- 5.e. Assess knowledge and application of WI Model Early Learning Standards into daily teaching practice

### **6. Explore the standards for quality early childhood education.**

#### **Assessment Strategies**

- 6.1. using written or oral activities as directed by the instructor
- 6.2. in a classroom setting, simulated environment, or practicum site
- 6.3. individually or in groups

#### **Criteria**

*You will know you are successful when*

- 6.1. you reflect on the maintenance of licensing regulations in the early childhood practicum setting
- 6.2. you reflect on the maintenance of YoungStar standards for quality in the early childhood practicum setting
- 6.3. you reflect on the maintenance of Wisconsin Model Early Learning Standards for quality for early childhood education

#### **Learning Objectives**

- 6.a. Examine how licensing standards are applied in the practicum setting.
- 6.b. Discuss importance of following licensing standards.
- 6.c. Define the components of quality early childhood educations according to NAEYC.

### **7. Demonstrate professional behaviors.**

#### **Assessment Strategies**

- 7.1. using written or oral activities as directed by the instructor
- 7.2. individually or in groups
- 7.3. in a classroom setting, simulated environment, or practicum site

#### **Criteria**

*You will know you are successful when*

- 7.1. you comply with professional program guidelines
- 7.2. you demonstrate employability soft skills
- 7.3. you demonstrate Western's Success Abilities

#### **Learning Objectives**

- 7.a. Identify the elements of professional behavior.

### **8. Practice positive interpersonal skills with children and adults.**

#### **Assessment Strategies**

- 8.1. using written or oral activities as directed by the instructor
- 8.2. in a classroom setting, simulated environment, or practicum site
- 8.3. individually or in groups

#### **Criteria**

*You will know you are successful when*

- 8.1. you follow established guidelines for respectful interactions with children (NAEYC Code of Ethical Conduct, Developmentally Appropriate Practice, employability soft skills, etc.)
- 8.2. you follow established guidelines for respectful interactions with adults (NAEYC Code of Ethical Conduct, Developmentally Appropriate Practice, employability soft skills, etc.)

#### **Learning Objectives**

- 8.a. Describe how to interact with children respectfully.
- 8.b. Explain developmentally appropriate practice.

8.c. Discuss the importance of confidentiality.

**9. Explore strategies that support diversity, cultural responsiveness and anti-bias perspectives.**

**Assessment Strategies**

- 9.1. using written or oral activities as directed by the instructor
- 9.2. individually or in groups
- 9.3. in a classroom setting, simulated environment, or practicum site

**Criteria**

*You will know you are successful when*

- 9.1. you identify your own attitudes and beliefs about human differences
- 9.2. you identify the human differences present within the practicum setting and the surrounding community
- 9.3. you recognize and address children's behavior that is pre-prejudicial and exclusionary
- 9.4. you recognize how teaching practices align with child-rearing practices of families in the practicum setting

**Learning Objectives**

- 9.a. Describe the elements of an anti-bias approach.
- 9.b. Recognize elements of anti-bias approach.
- 9.c. Explain the impact of anti-bias strategies.