



Western Technical College

10307175 ECE: Preschool Practicum

Course Outcome Summary

Course Information

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| Description | This course will apply as the capstone course in The Registry Preschool Credential. You will be placed or working in an early childhood setting with 3-5 year old children and create a portfolio that prepares you for The Registry commission. In this course you will be implementing regulations and standards for quality early childhood education, applying knowledge of child development and positive guidance, utilizing observation and assessment techniques, and assessing developmentally appropriate environments for preschoolers. |
| Career Cluster | Education and Training |
| Instructional Level | Associate Degree Courses |
| Total Credits | 3 |
| Total Hours | 126 |

Pre/Corequisites

Prerequisite 10307177 ECE: Intermediate Practicum

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: Foster Accountability
6. Refine Professionalism: Act Ethically
7. Refine Professionalism: Improve Critical Thinking
8. Refine Professionalism: Participate Collaboratively
9. Refine Professionalism: Practice Effective Communication

Experiential Learning

1. 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. Apply child development theory to practice.
2. Cultivate relationships with children, family, and the community.
3. Assess child growth and development.
4. Use best practices in teaching and learning.
5. Demonstrate professionalism.
6. Integrate health, safety, and nutrition practices.

Course Competencies

1. **Analyze factors that influence child development and behavior of children 3-5 years of age through effective observation and assessment techniques.**

Assessment Strategies

- 1.1. In using written or oral activities as directed by the instructor
- 1.2. in a classroom setting, simulated environment, or practicum site
- 1.3. individually or in groups
- 1.4. in a portfolio

Criteria

You will know you are successful when

- 1.1. you summarize assessment results according to developmental norms
- 1.2. you complete goal setting and planning forms for a small group of children
- 1.3. you use differentiated planning that reflects the individual needs of each child
- 1.4. you utilize an assessment tool used to evaluate children
- 1.5. you include appropriate method to measure and document each child's progress toward the goal

Learning Objectives

- 1.a. Review developmental norms.
- 1.b. Categorize various observations and assessment techniques.
- 1.c. Choose goal setting and planning forms for a small group of children
- 1.d. Assess a group of children using a selected tool.
- 1.e. Write developmentally appropriate goals for a group of children using a selected tool.
- 1.f. Create a differentiated plan that reflects the individual needs of each child
- 1.g. Measure each child's progress toward a goal.
- 1.h. Document each child's progress toward a goal.

2. **Incorporate governmental regulations and professional standards as they apply to quality early childhood education.**

Assessment Strategies

- 2.1. in a portfolio
- 2.2. using written or oral activities as directed by the instructor
- 2.3. in a classroom setting, simulated environment, or practicum site
- 2.4. individually or in groups

Criteria

You will know you are successful when

- 2.1. you assess the implementation of WI Licensing regulations for quality early childhood education
- 2.2. you assess the implementation of standards (WMELS, YoungStar, NAEYC) for quality early childhood

education

Learning Objectives

- 2.a. Discuss applicable state and licensing standards and regulations.
- 2.b. Discuss relevant quality standards for Early Childhood Education (WMELS, YoungStar, NAEYC)
- 2.c. Explain the way quality standards would be implemented in an Early Childhood program

3. Integrate strategies that support diversity, cultural responsiveness and anti-bias perspectives.

Assessment Strategies

- 3.1. in a portfolio
- 3.2. using written or oral activities as directed by the instructor
- 3.3. individually or in groups
- 3.4. in a classroom setting, simulated environment, or practicum site

Criteria

You will know you are successful when

- 3.1. you identify the human differences present within the practicum setting and the surrounding community
- 3.2. you identify biased behaviors which occur around human differences
- 3.3. you practice techniques for teaching children to resist bias and demonstrate acceptance for human differences
- 3.4. you recognize how teaching practices align with child-rearing practices of families in the practicum setting

Learning Objectives

- 3.a. Examine characteristics of diverse families and the surrounding community.
- 3.b. Identify the impact of cultural bias on children and families
- 3.c. Discuss ideas of fairness and justice related to diversity and anti-bias perspectives
- 3.d. Model techniques for children to resist bias and demonstrate acceptance for human differences.
- 3.e. Identify teaching practices that align with child rearing practices of families in the practicum setting.

4. Implement developmentally appropriate integrated learning experiences for 3-5 year old children that promote child development and learning through play and care routines.

Assessment Strategies

- 4.1. in a portfolio
- 4.2. using written or oral activities as directed by the instructor
- 4.3. individually or in groups
- 4.4. in a classroom setting, simulated environment, or practicum site

Criteria

You will know you are successful when

- 4.1. you develop integrated learning experiences that are relevant and meaningful to children
- 4.2. you develop integrated learning experiences that are culturally relevant
- 4.3. you develop integrated learning experiences that are age appropriate
- 4.4. you develop integrated learning experiences that are individually appropriate
- 4.5. you conduct established caregiving routines (meals, toileting, naptime, etc.) following established guidelines (licensing regulations, developmentally appropriate practice, etc.)
- 4.6. you conduct effective transitions
- 4.7. you adapt caregiving routines to meet individual child needs

Learning Objectives

- 4.a. Explore integrated learning experiences that are relevant and meaningful to children
- 4.b. Explore integrated learning experiences that culturally relevant
- 4.c. Explore learning experiences that developmentally appropriate
- 4.d. Explore learning experiences that are individually appropriate
- 4.e. Identify established caregiving routines (meals, toileting, naptime, etc.) following established guidelines (licensing regulations, developmentally appropriate practices, etc.)
- 4.f. Practice effective transitions
- 4.g. Modify and revise caregiving routines to meet individual needs

5. Implement a developmentally appropriate environment for children 3-5 years of age.

Assessment Strategies

- 5.1. in a portfolio
- 5.2. using written or oral activities as directed by the instructor
- 5.3. in a classroom setting, simulated environment, or practicum site
- 5.4. individually or in groups

Criteria

You will know you are successful when

- 5.1. you assess the environment using an assessment tool (ECERS, FCCERS, etc.)
- 5.2. you adapt the environment to be developmentally and culturally appropriate for the children in the group using support and guidance (equipment, materials, visual supports, etc.)

Learning Objectives

- 5.a. Identify key components to include in the environment when teaching preschool aged children (3-5)
- 5.b. Utilize an environmental assessment tool to assess a preschool environment
- 5.c. Explore materials, equipment, visual supports appropriate to a preschool environment
- 5.d. Describe the physical arrangement of learning centers for preschool classroom
- 5.e. Discuss the teacher's role in establishing, maintaining, and adapting the learning environment
- 5.f. Describe the teacher's role in using support and guidance that reflects children's development and culture
- 5.g. Adapt/Design an environment to be developmentally and culturally appropriate for the children in the group using support and guidance

6. Implement positive guidance strategies for children 3-5 years of age.

Assessment Strategies

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

Criteria

You will know you are successful when

- 6.1. you use an observation tool to gather information on child behavior to identify the function of a child's challenging behaviors
- 6.2. you identify strategies that will appropriately address challenging behaviors
- 6.3. you follow established guidelines for positive guidance strategies (Pyramid Model)

Learning Objectives

- 6.a. Explore a variety of observation techniques
- 6.b. Define objective language
- 6.c. Explore principles of inclusion
- 6.d. Describe the continuum of challenging behavior
- 6.e. Complete a functional behavior assessment (i.e. determine the trigger, what the behavior looks and sounds like, adult and children's responses to behaviors, and the function)
- 6.f. Interpret a child's behavior in relation to age, temperament, and other developmental factors
- 6.g. Identify strategies that will appropriately address challenging behaviors
- 6.h. Create a behavior support plan that includes positive guidance strategies, preventions, new skills, and new responses

7. Demonstrate responsible and ethical behavior as an early childhood education professional.

Assessment Strategies

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

Criteria

You will know you are successful when

- 7.1. you implement reflective practice to assess personal growth in the early childhood education setting

- 7.2. you identify professional responsibilities as outlined in NAEYC's Code of Ethical Conduct
- 7.3. you analyze situations encountered in the early childhood setting according to professional (NAEYC Code of Ethical Conduct, Developmentally Appropriate Practice, employability soft skills, etc.)

Learning Objectives

- 7.a. Define reflective practice
- 7.b. Practice self-reflection to assess personal growth in the early childhood education setting
- 7.c. Create a professional development plan based on self-reflection
- 7.d. State professional responsibilities as outlined in NAEYC's Code of Ethical Conduct
- 7.e. Analyze situations encountered in the early childhood setting according to professional guidelines

8. Utilize positive interpersonal skills with children and adults.

Assessment Strategies

- 8.1. in a portfolio
- 8.2. using written or oral activities as directed by the instructor
- 8.3. in a classroom setting, simulated environment, or practicum site
- 8.4. 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 established guidelines for respectful interactions with children
- 8.b. Describe established guidelines for respectful interactions with adults
- 8.c. Model positive interpersonal skills with children and adults
- 8.d. Describe the basic elements of conflict resolution
- 8.e. Describe the importance of conflict resolution
- 8.f. Discuss the importance of being a contributing member of the "teaching team"