



Western Technical College

10307177 ECE: Intermediate Practicum

Course Outcome Summary

Course Information

Description	In this 3-credit 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 children.
Career Cluster	Education and Training
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	108

Pre/Corequisites

Prerequisite 10307174 ECE: Introductory Practicum

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

Art Supplies: Adult scissors, small scissors with pointed tip, box of water based colored markers, eraser, box of crayons or colored pencils, permanent black marker, large roll of clear contact paper, plastic grid ruler, storage container for materials. **Vendor:** To be discussed in class. Required.

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Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Increase Self-Awareness
3. Live Responsibly: Develop Resilience
4. Live Responsibly: Embrace Sustainability
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

High Impact Practices

1. Learning Community: these courses are designed to enhance your learning experience in which a cohort of peers complete two or more courses that are linked through projects, themes, or program emphasis.
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. Apply child development theory to practice
2. Cultivate relationships with children, family, and the community
3. Assess child growth and development
4. Demonstrate professionalism

Course Competencies

1. **Analyze factors that influence child development and behavior of children 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

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. Observe children in their natural environment.

- 1.b. Analyze the needs of the children based on observations taken.
- 1.c. Write SMART goals for certain children based on your observations.
- 1.d. Create learning experience plans to help meet the goals set up for the children.
- 1.e. Explore different assessments that could be used during observations.
- 1.f. Assess children's progress by using observation.

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

Assessment Strategies

- 2.1. using written or oral activities as directed by the instructor
- 2.2. in a classroom setting, simulated environment, or practicum site
- 2.3. 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 (WMEELS, YoungStar, NAEYC) for quality early childhood education.

Learning Objectives

- 2.a. Identify areas of compliance and non-compliance in the classroom with WI Licensing regulations.
- 2.b. Identify the compliance and non-compliance in the classroom with the YoungStar rating scale.
- 2.c. Align learning activities to WMEELS domains.
- 2.d. Identify the NAEYC standards that are visible in the child care setting.

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

Assessment Strategies

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

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. Observe all children in the classroom for better understanding of their culture.
- 3.b. Accept all families in their diversity and culture.
- 3.c. Identify bias in the classroom setting.
- 3.d. Explore the anti-bias curriculum.
- 3.e. Execute best practices when teaching with an anti-bias curriculum.
- 3.f. Explore ways to incorporate diversity, anti-bias and cultural awareness into your learning experience plans.
- 3.g. Implement best practices with an anti-bias curriculum.

4. Implement developmentally appropriate integrated learning experiences that promote child development and learning through play and care routines.

Assessment Strategies

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

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, DAP, etc.)
- 4.6. you conduct effective transitions
- 4.7. you adapt caregiving routines to meet individual child needs

Learning Objectives

- 4.a. Explore ways to integrate learning experience plans that are developmentally appropriate.
- 4.b. Explore transitions to take into account care giving routines and individual differences.
- 4.c. Identify individual needs and cultural needs of the classroom.
- 4.d. Incorporate learning experiences that meet identified needs.
- 4.e. Modify learning experience plans based on observations and needs of individuals.

5. Implement a developmentally appropriate environment.

Assessment Strategies

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

Criteria

You will know you are successful when

- 5.1. you assess the environment using an assessment tool (ECERS, ITERS, 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 the needs of the classroom using the ITERS/ECERS rating assessment tool.
- 5.b. Explore how the environment can be adapted to meet the needs of all students, taking into account individual differences, cultural awareness and age differences.
- 5.c. Identify specific elements of the environment in the placement setting that can be adapted (equipment, materials, visual supports, etc.)
- 5.d. Incorporate adaptable environmental elements into your learning experience plan.

6. Implement positive guidance strategies.

Assessment Strategies

- 6.1. in 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 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. Identify positive guidance strategies using the pyramid model.
- 6.b. Observe classroom management skills and practices.
- 6.c. Analyze the observations from the classroom based on the pyramid model.
- 6.d. Align guidance strategies with child developmental level.

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

Assessment Strategies

- 7.1. in written or oral activities as directed by the instructor
- 7.2. in a classroom setting, simulated environment, or practicum site
- 7.3. 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. Self-reflect on your contributions to the early childhood setting.
- 7.b. Observe the classroom teacher's professional demeanor.
- 7.c. Relate professional goals based on the NAEYC ethical code of conduct.
- 7.d. Apply reflective practices to make adaptations to your professional relationships.

8. Utilize positive interpersonal skills with children and adults.

Assessment Strategies

- 8.1. in 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 demonstrate positive interpersonal skills with children following established guidelines (NAEYC Code of Ethical Conduct, Developmentally Appropriate Practice, employability soft skills, etc.)
- 8.2. you demonstrate positive interpersonal skills with adults in the early childhood education setting following established guidelines (NAEYC Code of Ethical Conduct, Developmentally Appropriate Practice, employability soft skills, etc.)

Learning Objectives

- 8.a. Join in conversation with children during play times, group times, meals and small group activities.
- 8.b. Advocate for the Early Childhood field and support the teachers that you are working with.
- 8.c. Model appropriate and positive interpersonal skills with children and adults (cooperating teacher and parents).
- 8.d. Use the NAEYC ethical code of conduct to resolve any issues that arise.
- 8.e. Demonstrate respect for co-workers, children and parents.