

Western Technical College

10307192 Early Childhood Education (ECE): Practicum 2

Course Outcome Summary

Course Information

Description	In this 3-credit practicum course you will learn about and apply the course competencies in an actual child care setting. The course competencies include: identify children's growth and development; maintain the standards for quality early childhood education; practice strategies that support diversity and anti-bias perspectives; implement student teacher-developed activity plans; identify the elements of a developmentally appropriate environment; implement positive guidance strategies; demonstrate professional behaviors; utilize caregiving routines as curriculum; utilize positive interpersonal skills with children; utilize positive interpersonal skills with adults.
Career Cluster	Human Services
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	162

Textbooks

No textbook required.

Learner Supplies

Art Supplies: Adult scissors, jar of rubber cement, small scissors with pointed tip, box of water based colored markers, utility knife, 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.

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

Western Polo Shirt. **Vendor:** To be discussed in class. Required.

YWCA Access Card. **Vendor:** To be discussed in class. Required.

Success Abilities

1. Demonstrate ability to think critically.
2. Demonstrate ability to value self and work ethically with others in a diverse population.
3. Make decisions that incorporate the importance of sustainability.

4. Transfer social and natural science theories into practical applications.
5. Use effective communication skills.

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. Identify children's growth and development.

Assessment Strategies

- 1.1. 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

Performance will be satisfactory when:

- 1.1. the observation follows the established guidelines

Learning Objectives

- 1.a. Describe the ages and stages of child development.
- 1.b. Examine recorded observations to determine each child's developmental level.

2. Maintain the standards for 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

Performance will be satisfactory when you:

- 2.1. assess the maintenance of standards for quality for early childhood education and the Wisconsin Model Early Learning Standards

Learning Objectives

- 2.a. Identify areas of compliance and non-compliance with NAEYC standards.
- 2.b. Identify areas of compliance and non-compliance with state licensing standards.

3. Practice strategies that support diversity and anti-bias perspectives.

Assessment Strategies

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

Criteria

Performance will be satisfactory when you:

- 3.1. demonstrate strategies that support diversity and anti-bias perspectives

Learning Objectives

- 3.a. Describe practices that support an anti-bias approach.
- 3.b. Examine the environment for elements of diversity and anti-bias perspective.

4. Implement student teacher-developed activity plans.

Assessment Strategies

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

Criteria

Performance will be satisfactory when your:

- 4.1. activity plan meets the established guidelines
- 4.2. implementation of plan meets the established guidelines

Learning Objectives

- 4.a. Create developmentally-appropriate activities.
- 4.b. Utilize elements of effective planning.
- 4.c. Use reflective practices to assess the effectiveness of the activity.

5. Identify the elements of a developmentally appropriate environment.

Assessment Strategies

- 5.1. using 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

Performance will be satisfactory when you:

- 5.1. differentiate the elements of a developmentally appropriate environment

Learning Objectives

- 5.a. Describe the elements of a developmentally appropriate environment.
- 5.b. Discuss the importance of a developmentally appropriate environment.
- 5.c. Differentiate between the physical make-up and the psychosocial climate of the environment.

6. Implement positive guidance strategies.

Assessment Strategies

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

Criteria

Performance will be satisfactory when you:

- 6.1. demonstrate positive guidance strategies
- 6.2. follow established guidelines for positive guidance strategies

Learning Objectives

- 6.a. Identify positive guidance strategies.
- 6.b. Recognize classroom management skills and practices.
- 6.c. Align guidance strategies with child's developmental level.
- 6.d. Recognize individual differences in guiding behavior.

7. Demonstrate professional behaviors.

Assessment Strategies

- 7.1. using 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

Performance will be satisfactory when you:

- 7.1. comply with personal and professional program guidelines

Learning Objectives

- 7.a. Exhibit professional behavior.
- 7.b. Collaborate with members of early childhood staff.
- 7.c. Incorporate NAEYC code of ethical conduct in personal behaviors.

8. Utilize caregiving routines as curriculum.

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

Performance will be satisfactory when you:

- 8.1. follow established caregiving guidelines

Learning Objectives

- 8.a. Initiate caregiving routines.

9. Utilize positive interpersonal skills with children.

Assessment Strategies

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

Criteria

Performance will be satisfactory when you:

- 9.1. follow established guidelines for respectful interactions with children

Learning Objectives

- 9.a. Model positive interpersonal skills with children.

10. Utilize positive interpersonal skills with adults.

Assessment Strategies

- 10.1. using written or oral activities as directed by the instructor
- 10.2. in a classroom setting, simulated environment, or practicum site
- 10.3. individually or in groups

Criteria

Performance will be satisfactory when you:

- 10.1. follow established guidelines for respectful interactions with adults

Learning Objectives

- 10.a. Model positive interpersonal skills with adults.
- 10.b. Describe the basic elements of conflict resolution.
- 10.c. Discuss the importance of conflict resolution.
- 10.d. Discuss the importance of being a contributing member of the "teaching team".