

Western Technical College

## 10307197 Early Childhood Education (ECE): Practicum 3

### 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 child care setting. The course competencies include: assess children's growth and development; implement the standards for quality early childhood education; integrate strategies that support diversity and anti-bias perspectives; build meaningful curriculum; provide a developmentally appropriate environment; facilitate positive guidance strategies; evaluate one's own professional behaviors and practices; lead caregiving routines as curriculum; utilize positive interpersonal skills with children; utilize positive interpersonal skills with adults.
<b>Career Cluster</b>	Human Services
<b>Instructional Level</b>	Associate Degree Courses
<b>Total Credits</b>	3
<b>Total Hours</b>	162

#### Textbooks

307-197 ECE Practicum 3 - Third Term Program Materials. Western. Publisher: Western. Required.

#### Learner Supplies

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

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

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.

#### 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. Assess children's growth and development.

#### Assessment Strategies

- 1.1. in 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 you:*

- 1.1. summarize assessment results according to developmental norms

#### Learning Objectives

- 1.a. Review developmental norms.
- 1.b. Compare various observation record keeping methods.
- 1.c. Demonstrate use of various recording methods.
- 1.d. Explore assessment tools.

### 2. Implement the standards for quality early childhood education.

#### Assessment Strategies

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

#### Criteria

*Performance will be satisfactory when you:*

- 2.1. assess the implementation of standards for quality early childhood education

#### Learning Objectives

- 2.a. Comply with applicable NAEYC standards.
- 2.b. Comply with state licensing standards.

### 3. Integrate strategies that support diversity and anti-bias perspectives.

#### Assessment Strategies

- 3.1. in 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

*Performance will be satisfactory when you:*

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

#### Learning Objectives

- 3.a. Utilize resources to support diversity and anti-bias perspectives.
- 3.b. Implement strategies to support diversity and anti-bias perspectives.

### 4. Build developmentally appropriate curriculum.

#### 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

*Performance will be satisfactory when you:*

- 4.1. develop curriculum that is relevant and meaningful to children

- 4.2. develop curriculum that is culturally sensitive
- 4.3. develop curriculum that is age appropriate
- 4.4. develop curriculum that is individually appropriate
- 4.5. implement student-developed plans following established guidelines

**Learning Objectives**

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

**5. Provide 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**

*Performance will be satisfactory when you:*

- 5.1. create a developmentally appropriate, culturally sensitive environment

**Learning Objectives**

- 5.a. Design a developmentally appropriate, culturally sensitive environment.
- 5.b. Provide rationale for the importance of a developmentally appropriate environment.
- 5.c. Design a positive psychosocial environment.

**6. Facilitate 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**

*Performance will be satisfactory when you:*

- 6.1. follow established guidelines for use of positive guidance strategies

**Learning Objectives**

- 6.a. Describe a rationale for different guidance strategies
- 6.b. Assess positive guidance strategies based on individual needs.
- 6.c. Identify resources to individualize positive guidance strategies.
- 6.d. Collaborate with others to individualize positive guidance strategies.
- 6.e. Demonstrate group management skills.

**7. Evaluate one's own professional behaviors and practices.**

**Assessment Strategies**

- 7.1. in 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**

*Performance will be satisfactory when you:*

- 7.1. assess behavior according to personal and professional guidelines and practices

**Learning Objectives**

- 7.a. Discuss the benefits of self assessment and self evaluation.
- 7.b. Compare personal behavior to professional standards.
- 7.c. Integrate prior learning experiences.

**8. Lead caregiving routines as curriculum.**

**Assessment Strategies**

- 8.1. in written or oral activities as directed by the instructor

- 8.2. individually or in groups
- 8.3. in a classroom setting, simulated environment, or practicum site

**Criteria**

*Performance will be satisfactory when you:*

- 8.1. lead established caregiving routines
- 8.2. lead effective transitions
- 8.3. adapt caregiving routines to meet individual needs

**Learning Objectives**

- 8.a. Plan effective transitions.
- 8.b. Implement an established daily schedule.
- 8.c. Supervise daily activities.

**9. Utilize positive interpersonal skills with children.**

**Assessment Strategies**

- 9.1. in 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**

*Performance will be satisfactory when you communicate:*

- 9.1. demonstrate positive interpersonal skills with children following established guidelines

**Learning Objectives**

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

**10. Utilize positive interpersonal skills with adults.**

**Assessment Strategies**

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

**Criteria**

*Performance will be satisfactory when you communicate:*

- 10.1. demonstrate positive interpersonal skills with adults following established guidelines

**Learning Objectives**

- 10.a. Initiate positive interpersonal skills with adults.
- 10.b. Work effectively as a team member.
- 10.c. Initiate conflict resolution strategies.