ALEXANDRIA TECHNICAL AND COMMUNITY COLLEGE

ECED 2000: Internship

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 1
Lab Hours/Week: 0
OJT Hours/Week: 6

Prerequisites:
This course requires the following prerequisite
ECED 1110 - Child Growth and Development

Corequisites: None
MnTC Goals: None

This course provides students an opportunity to demonstrate the early childhood teaching competencies explored in other classes while guided by a supervising teacher in a licensed early childhood program or early elementary classroom. The competencies addressed include: analyzing active and developmentally appropriate (DAP) environments accessible to the multiple needs of learners, using positive child guidance strategies, practicing DAP activity implementation, and developing professional skills such as respectful interactions with families, colleagues, and other potential partners in the care and education of young children. To complete this class, students are required to spend 100 hours observing and interacting with young children in an approved site.

NOTE: This course requires a MN DHS criminal background study including fingerprints.

B. COURSE EFFECTIVE DATES: 01/13/2020 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Plan, design, and implement developmentally appropriate (DAP) learning experiences based on understanding of typical child development and assessment of young children's actual development;
2. Implement learning experiences addressing a variety of learning domains in the area of health, wellness, and nutrition.
3. Implement learning experiences addressing a variety of learning domains in the area of language and literacy.
4. Practice positive behavior guidance skills and a variety of teaching strategies as necessary for adapting instruction to student responses, ideas, and needs.
5. Create active learning environments that balance opportunities for individual, small- or large-group activities emerging from the interests of the children.
6. Practice professional behaviors that show respect for children, families, and colleagues; understanding of professional responsibility; and collaborate with other professionals to improve the overall learning environment for students.
7. Demonstrate professional practice in lecture classroom using reflective practices and a commitment to on-going professional growth.
D. LEARNING OUTCOMES (General)

1. 1. (3.C.) A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:
   (7) strategies for assessing a preprimary-aged child's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that:
   (f) meet children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, and nourishment and elimination (TECT 3.C.7.f)

2. (LO#1 con't)
   (8) strategies for assessing a preprimary-aged child's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate experiences that:
   (b) build confidence, creativity, imagination, personal expression of thoughts and feelings, initiative, and persistence in task completion (TECE 3.C.8.b)

3. (3) A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:
   (Q) develop a learning community in which individual differences are respected (SEP 3.Q)

4. (4) A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:
   (E) demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs (SEP 4.E)

5. (5) A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:
   (M) engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning (SEP 5.M)

6. (9) A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:
   (C) understand the influences of the teacher's behavior on student growth and learning (SEP 9.C)
   (G) understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues (SEP 9.G)

7. (10) A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:
   (G) collaborate with other professionals to improve the overall learning environment for students (SEP 10.G)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted