ECED 2120: Practicum I

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 apply the early childhood teaching competencies learned in other classes while guided by a supervising teacher in a licensed early childhood program or early elementary classroom. The competencies addressed include: reviewing site policies and procedures, implementing developmentally appropriate practices (DAP), culturally sensitive activities across all learning domains, and practicing professional skills. Students will analyze positive communication strategies 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 (approximately 6-9 hours per week) 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. Understand and follow practicum site policies in relation to established developmentally appropriate practices (DAP).
2. Plan, design, and implement DAP learning experiences in a variety of learning domains including language, cognitive, social/emotional, creative, and sensory motor development based on the understanding of typical child development and assessment of young children's actual development.
3. Demonstrate learning approaches that are accessible to all children, including those with diverse backgrounds, learning modalities, and exceptionalities, while building a learning community in which individual differences are respected.
4. Create active learning environments that balance opportunities for individual, small- or large-group activities emerging from the interests of the children, encourage positive behavior and interaction skills, and involve children in the planning and implementation of these ideas;
5. Analyze communication styles of and techniques with self, colleagues, families, and children.
6. Demonstrate professional behaviors that show respect for children, families, and colleagues; understand professional responsibility; and collaborate with other professionals to improve the overall learning environment for students.
7. Participate in professional growth discussions through reflective practices during lecture day activities.
D. LEARNING OUTCOMES (General)

1. This course includes demonstration of knowledge and skills related to the following standards for Teachers of Early Childhood Education (8710.3000) and Standards of Effective Practice (8710.2000):
   1. (3.C.) A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

2. (LO #1 con't)
   (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)

3. (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)

4. (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)

5. (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)

6. (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)

7. (9) A teacher must be a reflective practitioner who continually analyzes 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)

8. (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