ECED 2210: Practicum II

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. Students apply knowledge and skills in program planning for early childhood education leadership roles. Competencies addressed include: identifying, designing, implementing, and analyzing a comprehensive program plan that includes schedules, daily plans, sensitivity to individual children and families, integration of children with special needs, integration of community resources, cooperation with co-workers, and staff development considerations. 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 selection of practicum site and established developmentally appropriate practices (DAP).
2. Recognize self-assessment and appropriate leadership styles.
3. Perform the implementation of a comprehensive program plan.
4. Analyze and apply appropriate guidance techniques with children in the program setting.
5. 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;
6. 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.
7. Describe and illustrate a variety of program features such as field trips, visitors, visual displays, and newsletters.
8. 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.
9. Participate in professional growth discussions through reflective practice during lecture day activities.
D. LEARNING OUTCOMES (General)

1. 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: demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs (SEP 4.E)

2. 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: 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)

3. 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: understand the influences of the teacher's behavior on student growth and learning (SEP 9.C) understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues (SEP 9.G)

4. 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: 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