

EARLY CHILDHOOD DEVELOPMENT PROGRAM
BUNKER HILL COMMUNITY COLLEGE
GENERIC SYLLABUS FOR REQUIRED COURSE

COURSE TITLE:

ECE 120 Practicum in Early Childhood Education I
ECE 121 Practicum in Early Childhood Education II

COURSE DESCRIPTION:

Both of these courses are practicum experiences in an early childhood setting to be completed the final two semesters of study in the A.S. Early Childhood Development degree program. Placement settings are assigned and/or approved by the department. Students must make application for placement and enrollment one semester prior to registration. Acceptance into the Early Childhood Development Program does not assure permission to enroll in the course or a placement assignment. For complete course requirements and application procedures, refer to the department publication, Guide to the Early Childhood Practicum Experience for Students and Supervising Teachers (Revised, September, 2001).

COURSE COMPETENCIES: After completing this course the student should have acquired the competencies required for entry level employment in an early care and education program working with young children. Upon completing the course, competencies should be shown in the following:

Child development and learning:

1. Uses knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive and aesthetic development of all children from birth through age 12, including the ability to use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (Level I, II, III, & IV)

2. Creates and modifies environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities. (Level I, II, III, & IV)

Curriculum development and implementation:

3. Plans and implements developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content using developmentally appropriate methods that include play and small group activities, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, make decisions, and become critical thinkers. (Level I & II, III, IV)

4. Demonstrates current knowledge of and ability to implement meaningful, integrated learning experiences in curriculum content areas, including language and literacy, math, science, health, safety, nutrition, social studies, arts, music, drama and creative movement. (Level I, II, & III, & IV)

Family and community relationships:

5. Demonstrates respect for parent's choices and goals for children and ability to communicate effectively with parents and other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being. (Level I, II, III, & IV)

Assessment and evaluation of young children:

6. Uses informal assessment strategies to plan and individualize curriculum and teaching practices to meet the needs of individual children, and to ensure the continuous physical, social, emotional, aesthetic, and cognitive development of all children, regardless of ability. (Level I, II, III, & IV)

7. Observes, records, and assesses young children's development and learning for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences, including children with special needs. (Level I, II, III, & IV)

Professionalism:

8. Demonstrates an ability to reflect on practice, articulates a philosophy and rationale for decisions, and an ability to evaluate the effects of choices and actions on others as a means of professional development. (Level I, II, III, & IV)

9. Demonstrates awareness of and commitment to the profession's Code of Ethical Conduct. (Level I, II, III, & IV)

10. Actively works out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources and experiences to inform and improve practice. (Level I, II, III, & IV)

11. Establishes and maintains a positive, collaborative relationships with colleagues, other professionals, and families, and works effectively as a member of a professional team. (Level I, II, III, & IV)

12. Observes and participates under the supervision of qualified professionals in a setting in which young children are served, working effectively over time (a minimum of a 300 clock hours of supervised practicum experiences in two semesters) with children of diverse ages and abilities and from culturally and linguistically diverse family systems. (Level I, II, III, & IV)

COURSE CONTENT:

The course will touch on all topics previously studied in earlier coursework and apply these to a practice experience so as to test and meet the competencies required by the Early Childhood degree program. Actual time allotted to various subject will be determined by the instructor based on individual class needs and interests. Particular areas to be discussed and covered in the seminar which accompanies the practicum experience will include the following.

1. Working in a center: what is it like? what are the roles of a teacher?
2. Curriculum planning, implementing, and evaluation: what to do with the children day-to-day?
3. Discipline with young children: how does a new teacher survive?
4. Observing children's behavior and documenting growth and needs
5. Getting along with co-workers and supervisors: why is it so hard?
6. Getting along with families: how do I fit in when talking to parents?
7. Assessing environments: is this program a quality program?
8. Ethical considerations: where should a professional be cautious when working in this field?
9. Building a portfolio of professional competency: documenting the skills of a professional early childhood educator.
10. Professional development: growing as a professional?

COURSE OBJECTIVES:

After completing of the A.S. degree in Early Childhood Development, including this practicum course, the student should have acquired the

skills required for successful employment in an early care and education program. Upon completion of the course and degree plan, the student should be able to:

1. demonstrate ability to follow the procedures and policies of an early care and education program.
2. demonstrate ability to participate effectively as a member of a child care team.
3. demonstrate ability to guide children in their adjustment to the early care and education program.
4. demonstrate ability to participate effectively with parents of children in the program.
5. demonstrate ability to create and maintain a safe, healthy, interesting, and comfortable environment for children.
6. demonstrate ability to assist children in developing behavioral patterns which promote their growth and development through observation and recording of children's developmental status.
7. demonstrate ability to guide children with ease in routines of toileting, dressing, eating, and sleeping.
8. demonstrate ability to assist with classroom management and program planning using appropriate teaching methods and preparing and implementing developmentally appropriate activities to promote learning, growth, and development.
9. demonstrate understanding of needs of children with disabilities and the ways in which these children might be included in typical programs.
10. demonstrate an ability to understand the field of early care and education as a professional career and prepare a professional development plan for him/herself which outlines goals for future work in the field.

CLASS METHODS:

The class will be taught in two formats. First, students will spend 150 hours per semester in the field working in a early care and education program. Faculty will supervise this work by visiting programs throughout the two semesters. Secondly, a seminar is held each semester for all students in field placements and will encourage discussion about common problems and experiences within the programs where students are placed.

REQUIRED TEXT(S):

(In use as of Fall semester, 2006. Subject to change)

Each student will need to have the following required text(s) available at the Bunker Hill Community College Bookstore.

Jones, E. (1992). The play's the thing. New York: Teachers College Press.

Harms, T., Clifford, R., & Cryer, D. (2005). Early childhood environment rating scale (3rd ed.). New York: Teachers College Press.

Engle, B. & Gurlund, G. (2001). Focused portfolios. St. Paul, MN: Redleaf Press.

EVALUATION TECHNIQUES:

These courses are graded on a pass-fail scale. Grades will be assessed in a number of ways to be determined by the instructor. These may include attendance and participation, journal documentation of experiences, completion of assignments involving environmental analysis, curriculum development and implementation, space analysis, roles of teachers analysis, and evaluation by faculty for meeting of competencies required for graduation. Specific methods will be outlined at the first meeting of class and will be included on a specific syllabus for the particular course section of enrollment.

ASSESSMENT TOOLS FOR MEETING COURSE & CONTENT OBJECTIVES THROUGH ASSIGNMENTS:

Level IV competencies:

Students will complete a portfolio which includes evidence of competency in all areas required by the program. Included in this portfolio will be:

- (a) summaries of journals done to document program participation, learning, and feelings about working with young children;
- (b) evidence supporting the understanding and ability to show competencies in all areas outlined by program and course requirements;
- (c) curriculum plans for developing and implementing curriculum, including a weekly plan for classroom where placed;
- (d) child observations which complement curriculum planning by documenting child behavior, development, and interests and connecting curriculum planning to these observations;
- (e) analysis of environment done by the ECERS system and a revision of space in use to better meet principles for best practice in early childhood environments;
- (f) self-analysis of roles of teachers and a reflective understanding of the student's strengths and needs for development as a professional;
- (g) a current resume, including the practicum experience;
- (h) a professional development plan, including belief statement of philosophy of learning and teaching and next steps for developing as a professional.

PREREQUISITE(S).

Prerequisite for this course is permission of department chair. Open only to students matriculated in the A.S. in Early Childhood Development Program, taken the last two semesters of the degree program.

NOTE: Levels of Learning within the Coursework Taught

The course competencies involve four differing levels of learning and involvement on the part of the student. These levels are outlined below.

- Level I: Introductory and knowledge-base Formation. The student at this level of coursework will begin to develop a knowledge-base of information around the subject area and consider his/her prior learning about children and early care and education as a means of beginning to construct a personal and professional knowledge-base for professional practice. Specific knowledge-based content areas will be delineated for each course to assure the same level of learning for all students.
- Level II: Observation. The student will take the knowledge gained at Level I and apply this knowledge at a deeper level by observing children and/or early care and education programs so as to understand the "real" world meaning of theories and concepts when applied to child growth, development and behavior in working programs. This level implies that Level I has begun prior to observation occurring and analysis of observed information being attempted. Specific observations will be required in each course to assure this level of learning.
- Level III: Demonstrated Application of Knowledge Gained. The student will apply the knowledge-base gained and the observations completed and be able to apply this knowledge to demonstrate that the theories, concepts, and skill development expected in the course are in fact understood

and able to be applied to practice. Specific assignments will be developed for each course to assure this level of learning.

- Level IV: Practice and Demonstration of Competency. The student will be required to apply the knowledge gained, the understanding from observations, and learning from applied assignments to the practicum experience which will culminate in a portfolio assessment of "best practice" using the incorporation of the program's competencies into the practice experience. All four levels are implied in this demonstration of competency and specific learning experiences will be built into the practicum experience to assure this level of learning.