

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

**ACADEMIC AFFAIRS**

Course Number: CHLD 335 Department: Early Childhood Education

Course Title: Early Childhood Practicum I Semester: Spring Year: 1999

**Objectives/Competencies**

<b>Course Objective</b>	<b>Competencies</b>
<p>1. To understand the classroom application of Don Holdaway's Natural Learning Model.</p> <p>2. To demonstrate responsible teacher dispositions in community schools and agencies.</p>	<p>1. Explains the four parts of the Natural Learning Model: presentation, participation, practice and performance.</p> <p>2. Enumerates the roles of teacher and child in each of the four segments of the NLM.</p> <p>3. Plans a sample lesson for critique by the college supervisor prior to planning and implementing six Natural Learning Model lessons in the practicum placement.</p> <p>1. Attends three introductory seminars and one seminar each month during the practicum placement.</p> <p>2. Displays tact, patience, and cooperation with others in the practicum placement establishing good working relationships.</p> <p>3. Uses appropriate language, articulation, grammar, and pronunciation.</p> <p>4. Uses well-modulated voice, appropriate to the activity.</p> <p>5. Communicates in clear and culturally sensitive ways.</p> <p>6. Performs responsibilities in the practicum placement</p>

Course Objective	Competencies
<p>3. To manage the practicum classroom using positive child guidance techniques and negotiation strategies.</p>	<p>dependably.</p> <ol style="list-style-type: none"> <li>7. Attends all assigned practicum days, is punctual and calls when absenteeism is necessary.</li> <li>8. Completes one hundred and fifty hours of practicum work.</li> <li>9. Meets with cooperating teacher once a week and with the college supervisor once a week.</li> <li>10. Completes self-evaluations following each supervisory observation.</li> <li>11. Attends an evaluation conference after each supervisory observation, participates in conduct of conference and shares the conference report with the cooperating teacher.</li> <li>12. Takes initiative to be included in planning for the classroom.</li> </ol> <ol style="list-style-type: none"> <li>1. Shows initiative during routines and transitions assisting children to the next scheduled activity.</li> <li>2. Remains mobile, moving about the room as circumstances warrant.</li> <li>3. Responds to site staff directions and makes requests as needed to keep the classroom functioning smoothly.</li> <li>4. Interacts with children in a warm and supportive manner encouraging constructive behaviors.</li> <li>5. Listens to children, uses inquiry approach to ascertain their needs/interests, and assists them in negotiating solutions for their concerns.</li> <li>6. Interprets and validates children's emotional reactions and states.</li> </ol>

Course Objective	Competencies
<p>4. To understand that child development is an integrated process in which development in anyone area may affect development in other areas.</p> <p>5. To implement developmentally appropriate curriculum using the NLM in the practicum placement.</p>	<p>7. Uses positive guidance techniques such as successive approximations, modeling, cueing, positive reinforcement and negotiation strategies for conflict resolution.</p> <p>8. Takes responsibility for children's safety by being visually aware of the total space and the children's placement in it.</p> <p>1. Gives assistance to individual children as needed.</p> <p>2. Builds on children's strengths.</p> <p>3. Recognizes uneven development and uses strategies that address the needs of children in less developed domains.</p> <p>4. Plans activities and organizes the environment to offer all children meaningful contexts within which to meet their needs and enhance their overall development.</p> <p>1. Plans and implements six complete lessons that have been approved in advance by both the cooperating teacher and the college supervisor.</p> <p>2. Includes all developmental domains: language, cognition, motor, social-emotional, creative and self-help into activities.</p> <p>3. Utilizes activities and materials that encourage mental representation and memory and involve children in multi-process occurrences.</p> <p>4. Incorporates a variety of strategies for teaching and learning through appropriate teacher and child roles for each of the four lesson segments.</p>

Course Objective	Competencies
<p>6. To select and implement unit planning based on themes chosen through an emergent process as promulgated in the Lesson Planning Guide.</p>	<ol style="list-style-type: none"> <li>1. Conducts informal assessment of children's interests through inquiry, conversations and observation of children's play.</li> <li>2. Identifies own interests that could be shared with children in a meaningful way.</li> <li>3. Recognizes occurrences in the natural environment that can have meaning to young children and incorporates them into planned experiences.</li> <li>4. Incorporates aspects and values of all cultures represented in the community into classroom language, interactions and lesson plans to further respect for and the appreciation of differences.</li> </ol>
<p>7. To select themes, concepts and activities that foster emergent literacy.</p>	<ol style="list-style-type: none"> <li>1. Plans lessons that provide children opportunities to engage in the use and production of meaningful print.</li> <li>2. Offers follow-up activities that encourage children to construct their own meaning of themes, books, and occurrences.</li> <li>3. Organizes classroom and materials to create a print-rich environment and provide tools of literacy in planned activities.</li> <li>4. Provides enlarged print versions of fingerplays, songs, poems, recipes, directions, and other typically orally presented items.</li> <li>5. Provides materials and encouragement for children to create reproductions and innovations of quality children's literature.</li> </ol>

Course Objective	Competencies
<p>8. To understand and implement processes for evaluation of self, lesson plans and children.</p>	<ol style="list-style-type: none"> <li>6. Reads quality children's literature fostering children's understanding of what a character is, that a story has a beginning, middle, and end and that there are fiction and non-fiction books.</li> <li>7. Develops children's understanding of the roles of author, illustrator, and publisher.</li> <li>8. Assists children in predicting information from the illustrations and in discovering that the "little marks" (text) carry the meaning.</li> <li>1. Describes rationale for teaching behavior(s) that the college supervisor observed.</li> <li>2. Evaluates own performance realistically.</li> <li>3. Demonstrates characteristics of openness and receptiveness to new ideas, methods, and materials.</li> <li>4. Explains rationale for particular teaching techniques and materials as they relate to stated concepts and objectives.</li> <li>5. Documents inclusion of Gardner's Eight Intelligences in lessons planned and implemented.</li> <li>6. Demonstrates that children were prompted to use thinking strategies in lessons planned and implemented.</li> <li>7. Evaluates children's developing competence and adjust interactions and lessons appropriately.</li> </ol>