

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

ACADEMIC AFFAIRS

Course Number: CHLD 400 Department: Early Childhood Education

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

Objectives/Competencies

Course Objective	Competencies
1. To develop an understanding of the professional role of an early childhood teacher.	<ol style="list-style-type: none">1. Desires to grow to fullest personal potential and demonstrates enthusiasm for teaching.2. Reads current educational sources and researches own interests.3. Demonstrates ability to be innovative in the use of resources, people, equipment and materials.4. Identifies environmental factors as they influence educational programs.5. Demonstrates ability to evaluate alternative teaching models.6. Interacts sensitively to cultural and/or ethnic backgrounds of others.7. Displays characteristics of openness and receptiveness to new ideas, new methods and new materials.
2. To demonstrate responsible teacher dispositions and classroom management strategies that generate an appropriate learning environment in the practicum	<ol style="list-style-type: none">1. Attends three introductory seminars and one seminar each month during the practicum placement.2. Demonstrates professional behavior by meeting all

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<p>placement.</p>	<p>assigned observations, conferences and meetings with cooperating teacher and college supervisor and by honoring all commitments to children and supervisors.</p> <ol style="list-style-type: none"> 3. Uses appropriate language, articulation, grammar, and pronunciation and uses a well-modulated voice, appropriate to the situation. 4. Develops positive work relations with both professional and nonprofessional staff and communicates in clear and culturally sensitive ways. 5. Performs responsibilities in the practicum placement dependably. 6. Attends all assigned practicum days, is punctual and calls when absenteeism is necessary. 7. Completes two hundred and fifty hours of practicum work. 8. Meets with cooperating teacher once a week and with the college supervisor once a week. 9. Completes self-evaluations following each supervisory observation. 10. Attends an evaluation conference after each supervisory observation, participates in conduct of conference and shares the conference report with the cooperating teacher. 11. Takes initiative to be included in planning for the classroom. 12. Demonstrates flexibility and approaches difficult situations using problem-solving strategies. 13. Demonstrates throughout the practicum, in a competent

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<p>3. To manage the practicum classroom using positive child guidance techniques and negotiation strategies.</p>	<p>manner, all behavior criteria as listed on the cooperating teacher's evaluation.</p> <ol style="list-style-type: none"> 1. Shows initiative during routines and transitions assisting children to the next scheduled activity. 2. Remains mobile, moving about the room as circumstances warrant. 3. Responds to site staff directions and makes requests as needed to keep the classroom functioning smoothly. 4. Interacts with children in a warm and supportive manner encouraging constructive behaviors. 5. Listens to children, uses inquiry approach to ascertain their needs/interests, and assists them in negotiating solutions for their concerns. 6. Effectively encourages exploration and trial and error behavior using cueing and prompts, shaping, modeling, scaffolding and positive reinforcement in directing children's responses. 7. Instills classroom productivity through a dependable routine and roles and responsibilities for children that give their actions purpose and recognition. 8. Fosters the development of self-esteem through emotional nurturing, encouraging trust, mastery and independence. 9. Reinforces appropriate limits and guides and redirects children according to the school's established behavioral guidelines. 10. Encourages altruistic behavior and responses in

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<p>4. To understand and facilitate the development of all skill areas especially cognitive skills as they affect all areas of development.</p>	<p>developmentally and culturally appropriate ways.</p> <p>11. Empowers children to express their individual thoughts and feelings by accepting all responses with appropriate recognition in part if not for the whole.</p> <p>12. Takes responsibility for children's safety by being visually aware of the total space and the children's placement in it.</p> <ol style="list-style-type: none"> 1. Gives assistance to individual children as needed and builds future performance on children's strengths. 2. Demonstrates ability to let children participate in decision-making processes. 3. Recognizes uneven development and uses strategies that address the needs of children in less developed domains. 4. Plans activities and organizes the environment to offer all children meaningful contexts within which to meet their needs and enhance their overall development. 5. Utilizes effective teaching strategies to encourage functional fine motor skills to maximize participation and independence. 6. Utilizes outdoor activities for development of large muscle skills that involve strength, agility and coordination. 7. Applies task analysis and behavioral techniques in teaching self-help skills. 8. Uses developmentally appropriate techniques and materials in everyday contexts to teach cognitive operations such as classification, conservation, and

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<p>5. To implement developmentally appropriate curriculum using Don Holdaway's Natural Learning Model in the practicum placement.</p>	<p>seriation.</p> <p>9. Includes in inquiry and scaffolding interactions concepts such as making comparisons and terms of quantity, quality, spatial relations, time and measurement.</p> <p>10. Integrates patterning, estimating, number awareness, quantifying (more/less, same/different, equal/unequal), directionality and seriation in natural contexts.</p> <p>11. Interacts with children in stimulating and challenging ways that facilitate children's communication and critical thinking.</p> <p>1. Plans and implements a two-day sequence and three complete weeks of student teaching that have been approved in advance by both the cooperating teacher and the college supervisor.</p> <p>2. Includes all developmental domains, language and emergent literacy, cognition, motor, social-emotional, creative and self-help into activities.</p> <p>3. Utilizes activities and materials that encourage mental representation and memory and which children can revisit in multi-day and 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> <p>5. Develops symbolic understandings and behavior through dramatic/pretend play, use of puppets, and recognition of graphic symbols.</p>

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<p>6. To select and implement unit planning based on themes chosen through an emergent process as promulgated in the Lesson Planning Guide.</p> <p>7. To select themes, concepts and activities that foster emergent literacy.</p>	<p>6. Creates opportunities for problem solving and assists children in discovering solutions.</p> <p>7. Utilizes individual as well as small and total group formats appropriately.</p> <p>1. Conducts informal assessment of children's interests through inquiry, conversations and observation of children's play.</p> <p>2. Identifies own interests that could be shared with children in a meaningful way.</p> <p>3. Recognizes occurrences in the natural environment that can have meaning to young children and incorporates them into planned experiences.</p> <p>4. Incorporates aspects and values of all cultures represented in the community into classroom language, interactions and lesson plans to further respect for and appreciation of differences.</p> <p>5. Implements lesson plans that are thoroughly researched, formulated according to guidelines provided, and that contain highly motivating and intellectually challenging content.</p> <p>6. Chooses themes, materials and books that reflect children's cultures, celebrate diversity, and foster respect for differences.</p> <p>7. Includes the families in planned family connection activities.</p>

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	<ol style="list-style-type: none"> 1. Plans lessons that provide children opportunities to engage in the use and production of meaningful print. 2. Offers follow-up activities that encourage children to construct their own meaning of themes, books and occurrences. 3. Demonstrates functional use of print by modeling uses of writing and reading in ways that are meaningful to children and displays print throughout the classroom. 4. Assesses the classroom for opportunities to add meaningful print and provides tools of literacy (books, paper, pencils, markers, envelopes, observation sheets, stapler, tape) in planned interest center activities. 5. Provides enlarged print versions of fingerplays, songs, poems, recipes, directions and other typically orally presented items. 6. Provides materials and encouragement for children to create reproductions and innovations of quality children's literature. 7. 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. 8. Develops children's understanding of the roles of author, illustrator and publisher. 9. Assists children in predicting information from the illustrations and in discovering that the "little marks" (text) carry the meaning.

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<p>8. To understand and implement processes for evaluation of self, lesson plans and children.</p>	<ol style="list-style-type: none"> 10. Provides emergent literacy experiences that promote children's success with the literacy process: shared reading, experience charts, predicting and recording, estimating and graphing. 11. Models reading and writing processes, labeling actions and results and promoting children's involvement. 12. Promotes auditory recognition, sound discrimination, and rhyming of sounds and sound combinations. 13. Devises and uses morning messages that contain information about which children are familiar and about which they will become involved during choice activities. 14. Selects procedures of representing children's ideas and responses that include print as an integral part of the process and the product. 15. Promotes family literacy by designing and producing an Overnight Book Bay to be circulated among the practicum children and families. 16. Compiles and displays a documentation panel to showcase the work of the classroom during one of the teaching weeks. <ol style="list-style-type: none"> 1. Describes rationale for teaching behavior(s) that the college supervisor observed. 2. Evaluates own performance realistically. 3. Demonstrates characteristics of openness and receptiveness to new ideas, methods, and materials. 4. Explains rationale for particular teaching techniques and

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	<p>materials as they relate to stated concepts and objectives.</p> <ol style="list-style-type: none"> 5. Demonstrates ability to evaluate children's progress in accordance with stated performance objectives. 6. Documents inclusion of Gardner's Eight Intelligences in lessons planned and implemented. 7. Analyzes children's involvement in planned activities according to Gardner's eight ways of knowing thus providing multiple pathways to long-term memory. 8. Demonstrates that children were prompted to use thinking strategies in lessons planned and implemented. 9. Evaluates children's developing competence and adjusts interactions and lessons appropriately. 10. Incorporates into successive performance all suggestions made by the cooperating teacher and the college supervisor.