COURSE SYLLABUS

Course Title:	Student Teaching Practicum
Department:	Social Sciences Department
Curriculum:	Early Childhood Education

Date submitted:	Spring 2019 (AAC: 19-25)

Course Descriptors:
Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.

Course Code: (eg. ACC 101) — ECE*295

Course Type: — P

A: Clinical   B: Lab   D: Distance Learning
I: Individual/Independent   L: Lecture   N: Internship
M: Seminar   P: Practicum   U: Studio
X: Combined Lecture/Lab   Y: Combined Lecture/Clinical/Lab   Z: Combined Lecture/Studio

Elective Type: — G

AH: Art History   E: English   FA: Fine Arts   FL: Foreign Language
G: General   HI: History   HU: Humanities   LAS: Liberal Arts & Sciences
M: Math   S: Science   SS: Social Science

Credit Hours:	6
Developmental: (yes/no)	No
Contact Hours: Lecture:	0
Clinical:	0
Lab:	0
Studio:	0
Other:	6
TOTAL:	6
Class Maximum:	16
Semesters Offered:	F/Sp

Prerequisites:

Program enrollment, permission of the Program Coordinator, and a grade of C- or better in Introduction to Early Childhood Education (ECE*101), Creative Experiences/Children (ECE*103), Health, Safety, Nutrition (ECE*176), Observation, Participation & Seminar (ECE*210), Exceptional Learner (ECE*215), and Early Language & Literacy Development (ECE*231)

Corequisites:

None

Other Requirements:

None

Catalog Course Description:

Provides 220 hours of supervised student teaching in the Tunxis Early Childhood Center, on campus, or in an approved NAEYC-accredited cooperating early childhood program in the community. Student teachers will apply child development theory to a learning environment and work with children under close supervision. Student teachers will plan, organize, implement, and evaluate classroom learning experiences and attend a weekly seminar for discussions of issues in Early Childhood Education and their student teaching experience. Special projects are included.

Topical Outline:
List course content in outline format.

1. Orientation to Student Teaching:
   A. Placement—First Days on the Teaching Team
   B. Professionalism and Ethical Conduct

2. Programming

    A.   Review of Child Development and Learning Theory

    B.   Lesson Planning and Curriculum Development

    C.   Integrated Curriculum and Developmentally Appropriate Practice

3. Guiding Young Children in the Classroom

4. Families as Partners

5. Teaching Styles and Techniques

6. Knowing Yourself and Your Competencies

Outcomes:

Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

Upon successful completion of this course, the student will be able to do the following:

COURSE:

1. demonstrate an understanding of children's typical/atypical social/personal, physical, cognitive, and aesthetic development through observations, assessments, and curriculum planning

2. plan and provide, in conjunction with field-site staff, a high quality, developmentally appropriate learning environment for young children of diverse backgrounds and abilities

3. demonstrate the ability to supervise small groups of children in an early childhood setting

4. use multiple modes of communication to interact with and involve families as active participants in the children's development and learning

5. use observation tools to assess children in a group setting and plan, in collaboration with the field-site staff, for meeting the developing and diverse needs of both the group and individual children

6. create and implement learning activities for young children for social/personal, physical, cognitive, and aesthetic domains of development, using a variety of materials and media adapted to cultural, developmental, and individual needs of young children

7. identify, in conjunction with the field-site staff, challenging behaviors of young children and implement positive guidance strategies to promote social interactions and learning

8. participate as a contributing member of a teaching team in the early childhood classroom adhering to field placement professional guidelines and NAEYC Code of Ethical Conduct

PROGRAM: *(Numbering reflects Program Outcomes as they appear in the college catalog)*

EARLY CHILDHOOD EDUCATION A.S. DEGREE

1. use knowledge of how children develop and learn in order to provide opportunities that support the physical, emotional, social, language, cognitive, and aesthetic development of all young children from birth through age 8

2. use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children

3. create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities

4. apply knowledge of cultural and linguistic diversity to create environments and experiences that affirm and respect culturally and linguistically diverse children, support home-language preservation, and promote anti-bias approaches and the valuing of diversity

5. plan and implement developmentally-appropriate curriculum and instructional practices based on knowledge of individual children (typical and special needs), the community, and curriculum goals and content

6. use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, encourage positive social interactions

7. establish and maintain physically and psychologically safe and healthy learning environments for children.

8. establish and maintain positive collaborative relationships with families

9. demonstrate sensitivity to differences in family structure, and social and cultural backgrounds

10. communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being

11. use 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 children

12. observe, record, and assess 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

13. reflect on their practices, articulate a philosophy and rationale for decisions, and continually self-assess and evaluate the effects of their choices and actions on young children, parents, and other professionals as a basis for program planning and modification and continuing professional development

14. demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies that affect children, families, and programs for young children and the early childhood profession

15. demonstrate an understanding of the early childhood profession; its historical, philosophical, and social foundations; and how these foundations influence current thought and practice

16. demonstrate awareness of, and commitment to, the profession's Code of Ethical Conduct.

17. actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice

18. serve as an advocate on behalf of young children and their families, of improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators

GENERAL EDUCATION: *(Numbering reflects General Education Outcomes as they appear in the college catalog)*

2. **Critical Analysis/ Logical Thinking -** Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

   Demonstrates: Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.

   Does Not Demonstrate: Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions

3. **Ethical Dimensions (embedded) -** Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.

   Demonstrates: Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.

   Does Not Demonstrate: Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.

Evaluation:
List how the above outcomes will be assessed.

Assessment will be based on the following criteria:

Practicum ePortfolio—NAEYC Key Assessment

Resume

Philosophy

Child Study

Learning Activities

Two-week Curriculum

Teaching Competencies

Family Communications

Reflections

Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.	**Required:** Tunxis Early Childhood Center or NAEYC-accredited early childhood center ECE Library Room books and resources ePortfolio Lab **Desired:** None
Textbook(s)	Refer to current academic year printout.