

SYLLABUS

Early Childhood Curriculum ECED1221 Infant Toddler Practicum

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Prepared by Nebraska Community College Early Childhood Education
Partnership

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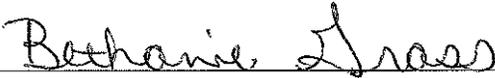
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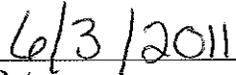
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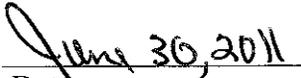
Group Leader



Date



NCCA Instructional Officer



Date

I. CATALOG DESCRIPTION

Course Number: ECED 1221
Course Title: Infant Toddler Practicum
Prerequisite: ECED 1220
Pre or co/requisite: ECED 1110

Catalog Description: This course is designed to provide an understanding of the developmental stages of children six weeks through 36 months-of-age by participating in hands-on learning experiences in selected child care settings. Students will develop an awareness of appropriate adult/child interaction while developing positive employee skills. Basic skills in planning and implementing a daily routine and curriculum activities for infants and toddlers are also presented. Students are required to complete a minimum of 90 clock hours of practical work experience. A passing grade of “C” or better is required for ECED majors.

Credit Hours: 2.0 semester credit hours/3.0 quarter credit hours

II. COURSE OBJECTIVES AND COMPETENCIES

The students will:

1. Demonstrate how to be a reliable early childhood caregiver and educator.
2. Recognize the developmental stages of children from birth-36 months of age.
3. Recognize the necessary components of a developmentally appropriate infant and toddler environment including considerations for adaptations for children with special needs.
4. Identify appropriate guidance/interaction techniques to use with young children.
5. Describe the various methods of observation and the guidelines associated with each method.
6. Implement and analyze various observation techniques with children birth-36 months of age.
7. Apply early childhood supervisory skills in a manner that ensure the children's health, safety and overall well being.
8. Demonstrate the ability to support and facilitate the caregiver/teacher's curriculum plans and to assist in the early childhood practicum setting.

9. Help develop and implement appropriate curriculum plans for children birth-36 months of age including considerations for adaptations for children with special needs.
10. Demonstrate the ability to follow policies, regulations and routines of the early childhood setting and/or the supervising college program.
11. Demonstrate the ability to practice professional ethics and integrity.
12. Develop appropriate communication skills with peers, staff, parents, and children.
13. Develop an appreciation of the individual likenesses and differences among children, families and colleagues.

Competencies:

1. Demonstrate through attendance, timeliness and professionalism that he/she shows commitment to the profession/program.
2. Identify the developmental stages of children through informal observations and interactions with children from 6 weeks to 36 months of age.
3. Analyze the infant/toddler environment in relation to the Infant Toddler Environment Rating Scale (ITERS-R) criteria.
4. Journal and reflect on guidance/interaction techniques used at the cooperating site.
5. Complete child observations, using a variety of techniques appropriate for children from birth-36 months. .
6. Analyze the results of various observation techniques used with children from birth-36 months.
7. Assist cooperating teacher/caregiver in managing the early childhood environment to promote health, safety, and emotional well-being of each child.
8. Carry out and implement curriculum plans established by the cooperating teacher.
9. Plan and implement developmentally appropriate learning experiences for infants and toddlers.
10. Follows policies, regulations and routines in the early childhood setting and of the supervising college.

11. Reflect on professional behaviors, attitudes, and ethics involved in working with young children, their parents, and other staff members.
12. Demonstrate ability to cooperatively communicate with peers, staff, parents, and children.
13. Journal and reflect on the importance of valuing and respecting each person as an individual.

III. INSTRUCTIONAL MATERIALS

Suggested Text: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

Early Childhood Education Practicum Manual

Harms, Thelma, Cryer, Debby, and Clifford, Richard M. Infant/Toddler Environment Rating Scale, Revised Edition (ITERS-R), 2002, Teachers College Press, ISBN, 0807742996.

Supplemental Textbooks:

Setting Up for Infant Care: Guidelines for Centers and Family Day Care Homes, National Association for the Education of Young Children, ISBN, 091750510.

Required Supplemental Materials: Students may need to provide learning materials for children as part of their practicum experiences. Students are encouraged to keep expenses to a minimum by shopping for good, used items or constructing quality, homemade toys and activities.

Course Requirements: Through practicum experiences, students are being trained as potential employees in the early childhood profession. The employability is based not only on working skills but also on attendance, punctuality, dependability, and attitude. The student's scheduled time in practicum is very important. It is of extreme importance that students be present and on time. The children and staff of the cooperating site are depending on students as an integral part of the total early childhood program team.

In addition students will:

1. Attend practicum at all arranged times, practice good employment skills, share ideas with others during staffing, and support others in their learning process.
2. Inform the site **and** the practicum instructor if they are going to be absent. If unable to complete the course, the student should officially withdraw from the class.
3. Successfully complete all projects and assignments.
4. Adhere to all policies and practices of the cooperating site and the college program.
5. Obtain a grade of “C” or better.

VI. METHODS OF INSTRUCTION

The student is expected to take the primary responsibility for their own learning by being an active participant in the classroom. The student is provided the opportunity to have actual experiences with children and staff in an early childhood program. Presentation will include, but not be limited to demonstration, discussion, and observation. Students may be required to provide videotapes of teaching demonstrations. Interactive sessions (held in person or by email) will encourage students to examine their experiences and get feedback from others. Individual conferences (held in person, by email, or by phone) with the instructor will help support and guide the students toward improved skills in an infant and toddler early childhood setting.

VII. METHODS OF EVALUATION

Students evaluation will be based on attendance, observation and feedback from the cooperating teacher, self-reflections and self-evaluations using criteria established by the college instructor. Students will be assessed on the quality of the plans and materials utilized to implement experiences for infants and toddlers, their involvement and interaction with children and adults, their communication with staff, children and parents and on their professional and ethical behaviors and attitudes.

NAEYC Standards, Sub-standards and Key Elements and Supportive Skills	Addressed in Course
1. Promoting Child Development and Learning	
1a. Knowing and understanding young children's characteristics and needs.	X
1b. Knowing and understanding the multiple influences on development and learning	X
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	X
2. Building Family and Community Relationships	
2a. Knowing about and understanding family and community characteristics	X
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	X
2c. Involving families and children in their children's development and learning	X
3. Observing, Documenting and Assessing to Support Young Children and Families	
3a. Understanding the goals, benefits and uses of assessment	X
3b. Knowing about assessment partnerships with families and with professional colleagues	
3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	X
3d. Understanding and practicing responsible assessment to promote positive outcomes for each child	X
4. Using Developmentally Effective Approaches to Connect with Children and Families	
4a. Understanding positive relationships and supportive interactions as the foundation of their work with children.	X
4b. Knowing and understanding effective strategies and tools for early education.	X
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.	X
4d. Reflecting on their own practice to promote positive outcomes for each child.	X
5. Using Content Knowledge to Build Meaningful Curriculum	
5a. Understanding content knowledge and resources in academic disciplines.	X
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	X
5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	X
6. Becoming a professional	
6a. Identifying and involving oneself with the early childhood field.	X
6b. Knowing about and upholding ethical standards and other professional guidelines.	X
6c. Engaging in continuous collaborative learning to inform practice.	X
6d. Integrating knowledgeable, reflective and critical perspectives on early education.	X
6e. Engaging in informed advocacy for children and the profession.	

Supportive Skills	Addressed in Course
Skills in self-assessment and self-advocacy	X
Skills in mastering and applying foundational concepts from general education	X
Written and verbal communication skills	X
Skills in making connections between prior knowledge/experiences and new learning	X
Skills in identifying and using professional resources	X