

# Course Syllabus for Students

## Child Development Practicum I

**Credit Hours: 3**

**Lecture Hours: 1      Laboratory Hours: 6**

### **Catalog Description:**

This course deals with the practical application of evidence-based practices based on early childhood education principles and theories. Students work with diverse young children and families in high-quality, culturally, linguistically, and ability diverse early childhood settings under the supervision of a site supervisor and a college course work supervisor. Six hours of lab work will be required each week.

### **Course/Lab Outline:**

- I. Introduction to Practicum
- II. Developmentally Appropriate Infants and Toddlers Care
  - a. Environment
  - b. Relationship-based Curriculum
  - c. Screening and Early Intervention
  - d. Instructional Planning
  - e. Language Acquisition
- III. Developmentally Appropriate Early Care and Education for Preschoolers
  - a. Classroom management and the environment
  - b. Project Approach to Curriculum
  - c. Differentiated Instruction for children with cultural, linguistic and ability diversity
  - d. Assessment & Instructional Planning
  - e. Working with Families
  - f. Implementing small and whole group instruction
- IV. Quality Programs

### **Required Textbook(s):**

Machado, J., & Botnarescue, H. (2011). *Student teaching: Early childhood practicum guide* (7<sup>th</sup> ed). Boston: Thomson Delmar Learning

Harms, T., Clifford, R.M., and Cryer, D. *Early Childhood Environment Rating Scale (Revised Edition)*.(2005). New York: Teachers College Press

Harms, T., Clifford, R.M., and Cryer, D. *Infant Toddler Environment Rating Scale (Revised Edition)* (2006) New York: Teachers College Press

## Resources:

Ages and Stages Questionnaire-Third Edition. (2012). Baltimore: Paul H Brookes Publishing.

American Academy of Pediatrics, (2011, October). *Back to sleep, tummy to play*. Available from <http://www.healthychildcare.org/pdf/sidstummytime.pdf>

Center for Early Literacy Learning. (2010). Center for Early Literacy Learning (CELL). *Diaper Changing Games*. North Carolina: Orleana Hawks Puckett Institute. Available from [http://www.earlyliteracylearning.org/cellpract\\_pract/infant/PGPrac\\_I\\_DiapChng\\_WM.pdf](http://www.earlyliteracylearning.org/cellpract_pract/infant/PGPrac_I_DiapChng_WM.pdf)

Center for Early Literacy Learning. (n.d.). Center for Early Literacy Learning (CELL). *Early Childhood Classroom Interests Tool*. North Carolina: Orleana Hawks Puckett Institute. Available from [http://www.earlyliteracylearning.org/ta\\_pdf/ec\\_classrm\\_ints\\_tool.pdf](http://www.earlyliteracylearning.org/ta_pdf/ec_classrm_ints_tool.pdf)

Center for Early Literacy Learning. (n.d.). Center for Early Literacy Learning (CELL). *General Practice Guides for Practitioners*. North Carolina: Orelena Hawks Puckett Institute. Available from <http://www.earlyliteracylearning.org/pgpracts.php>

Center for Early Literacy Learning. (2010). Center for Early Literacy Learning (CELL). *Mealtime Conversations*. North Carolina: Orleana Hawks Puckett Institute. Available from [http://www.earlyliteracylearning.org/cellpract\\_pract/infant/PGPrac\\_I\\_MealtimeConv\\_WM.pdf](http://www.earlyliteracylearning.org/cellpract_pract/infant/PGPrac_I_MealtimeConv_WM.pdf)

Colorin Colorado. (2011). *Preschool for English Language Learners Webcasts*. Available from <http://www.colorincolorado.org/webcasts/preschool/>

Council for Exceptional Children. (2011). *Differentiated Instruction*. Available from [http://www.cec.sped.org/AM/Template.cfm?Section=Differentiated\\_Instruction&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=24&ContentID=4695](http://www.cec.sped.org/AM/Template.cfm?Section=Differentiated_Instruction&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=24&ContentID=4695)

Division for Early Childhood, & National Association for the Education of Young Children. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute. Available from [http://www.naeyc.org/files/naeyc/file/positions/DEC\\_NAEYC\\_ECSummary\\_A.pdf](http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_ECSummary_A.pdf) (summary version) [http://www.naeyc.org/files/naeyc/file/positions/DEC\\_NAEYC\\_EC\\_updatedKS.pdf](http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf) (full version)

Fox, L. (2009, April). *Positive behavior support: An individualized approach for addressing challenging behavior (What Works Brief #10)*. Tennessee: Center on the Social and Emotional Foundations for Early Learning. Available from <http://csefel.vanderbilt.edu/briefs/handout10.pdf>

- Goode, T.D. (2009). *Promoting cultural and linguistic competency: Self-assessment checklist for personnel providing services and supports in early intervention and early childhood settings*. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development. Available from <http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.EIEC.doc.pdf>
- Goode, S., Diefendorf, M., & Colgan, S. (2011, July). *The importance of early intervention for infants and toddlers with disabilities and their families*. Chapel Hill: National Early Childhood Technical Assistance Center. Available from <http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf>
- Gateways to Opportunity. Illinois Professional Development System. Available from <http://www.ilgateways.com/>
- Illinois State Board of Education: Division of Early Childhood Education. (2002, March). Illinois Early Learning Project. *Illinois early learning standards*. Available from <http://illinoisearlylearning.org/standards/index.htm>
- Kaiser, A. P. (2011, February). *KidTalk: Naturalistic communication intervention strategies for parents and teachers of young children*. Available from [http://kc.vanderbilt.edu/kidtalk/files/presentations/Kaiser\\_AUCD%20Webinar\\_2\\_22\\_11.pdf](http://kc.vanderbilt.edu/kidtalk/files/presentations/Kaiser_AUCD%20Webinar_2_22_11.pdf)
- Milbourne, S. (2007) *CARA's Kit: Creating adaptations for routines and activities*, Philadelphia: Philippa Campbell Available from <http://www.naeyc.org/store/node/666>
- NAEYC. (n.d.). *NAEYC Accreditation Welcome to Torch!* Available from [www.naeyc.org/torch](http://www.naeyc.org/torch)
- National Down Syndrome Society. (2012). "What is Down Syndrome?" Available from <http://www.ndss.org/Down-Syndrome/>
- National Marfan Foundation. (2012). *National Marfan Foundation website*. Available from <http://www.marfan.org/marfan/>
- Nemeth, K.N. (2009). *Many languages, one classroom: Teaching dual and English language learners*. Silver Springs: Gryphon House. Available from <http://www.gryphonhouse.com/store/trans/productDetailForm.asp?BookID=14399>
- Santos, R.M., & Ostrosky, M.M. (2007, December). *Understanding the impact of language differences on classroom behavior (What Works Brief #2)*. Tennessee: Center on the Social and Emotional Foundations for Early Learning. Available from <http://csefel.vanderbilt.edu/briefs/handout2.pdf>

Siskin Children's Institute. *Routines Based Interviews*. Available from <http://www.siskin.org/www/docs/112.190/>

#### Videos

- Teacher / Parent Interview (ASQ) video [mms://stream.heartland.edu/cdl/01\\_teacher\\_parent.wmv](mms://stream.heartland.edu/cdl/01_teacher_parent.wmv)
- Talking to Parents When Problems Arise video [mms://stream.heartland.edu/cdl/02\\_talking\\_to\\_parents.wmv](mms://stream.heartland.edu/cdl/02_talking_to_parents.wmv)
- Classroom Therapist: Deegan Interactions video [mms://stream.heartland.edu/cdl/06\\_deegan\\_interactions.wmv](mms://stream.heartland.edu/cdl/06_deegan_interactions.wmv)
- Family Conference video [mms://stream.heartland.edu/cdl/04\\_family\\_conference.wmv](mms://stream.heartland.edu/cdl/04_family_conference.wmv)

#### **Expected Learning Outcomes:**

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

1. Articulate and demonstrate skills needed to develop supportive, inclusive learning climates, including collaborative, respectful partnerships between children, professionals, family members, and communities that are culturally and linguistically diverse.
2. Evaluate student interests, strengths and challenges, teaching resources and materials, and evidence-based instructional practices to plan, implement, and assess curriculum appropriate for diverse children within the context of the Illinois Early Learning Standards and other relevant standards.
3. Demonstrates professionalism through self-reflection and assessment, professional behavior and dispositions, effective verbal, written, and digital communication and collaboration strategies, appreciation for the importance of professional development and leadership activities, and ongoing adherence to legal, ethical and policy requirements.
4. Demonstrate the knowledge and ability to design implement, evaluate and adapt respectful, cohesive early childhood environments and evidence-based practices and curricula that are developmentally, individually, and culturally appropriate.
5. Use nondiscriminatory formal and informal assessment methods that are also culturally and linguistically valid and appropriate across developmental domains to collect and maintain student assessment data and differentiate and modify instruction, monitor performance and assess progress, support positive behaviors, and collaborate with families and other professionals.
6. Use assessment data, evidence-based practices, and appropriate materials to plan, implement, assess and modify activities for differentiated instruction that supports all domains of development including the reading, writing, and oral communication of children, including those who are culturally, linguistically, and ability diverse.
7. Demonstrate professional work habits including dependability, time management, independence, teamwork and responsibility.

**During the Practicum the students will be focusing on the following DEC Recommended Practices:**

Field Experience and Site	Focus	DEC Recommended Practices
Infant Toddler Placement	I/T Orientation	C2 The social dimension of the environment is structured and adapted to promote engagement, interaction, communication, and learning by providing peer models, peer proximity, responsive adults, and imitative adults; and by expanding children’s play and behavior. F13 Practices, supports, and resources are responsive to the cultural, ethnic, racial, language, and socioeconomic characteristics and preferences of families and communities.
#1	ITERS	C1 Physical space and materials are structured and adapted to promote engagement, play interaction, and learning by attending to children’s preferences and interests, using novelty, using responsive toys, providing adequate amounts of materials, and using defined spaces. C6 Learning environments meet accepted standards of quality including curriculum, child-staff ratios, group size, and physical design of classroom.
#2	Ages and Stages Questionnaire	A9 Families choose their roles in the assessment of their children... A17 Professionals assess children in contexts that are familiar to the child. A18 Professionals assess children after they have become familiar to the child.
#3	Developmentally Appropriate Activity	C6 Learning environments meet accepted standards of quality including curriculum, child staff ratios, group size, and physical design of classroom. C8 A variety of appropriate settings and naturally occurring activities are used to facilitate children’s learning and development.
#4	Shadow an Early Interventionist	I8 Team members use a transdisciplinary model to plan and deliver interventions. I 17 Team members plan to provide services and conduct interventions in natural learning environments.
#5	Child’s portfolio	A15 Professionals rely on materials that capture the child’s authentic behaviors in routine circumstances.
# 6	Developmentally Appropriate Language Activity	C5 Environments are designed and activities are conducted so that children learn or are exposed to multiple cultures and languages by, among other practices, allowing children and families to share their cultures and languages with others, to the extent they desire. C20 Practices are used that are validate, normalized, useful across environments, respectful, and not stigmatizing of the child and family and that are sensitive to cultural and linguistic issues. PP18 Learning experiences consistently engage students in activities in which they learn how culture, ethnicity, language and socioeconomic status influence early childhood development and practices.
# 7	Family Visit	C11 Environments are provided that foster positive relationships, including peer-peer, parent/caregiver – child, parent-caregiver relationships. F2 Family members and professionals work together and share information routinely and collaboratively to achieve family-identified outcomes. F8 Intrafamily, informal, community and formal supports and resources are used to achieve desired outcomes.

Preschool Placement	Preschool Orientation	<p>C2 The social dimension of the environment is structured and adapted to promote engagement, interaction, communication, and learning by providing peer models, peer proximity, responsive adults, and imitative adults; and by expanding children’s play and behavior.</p> <p>C21 Consequences for children’s behavior are structured to increase the complexity and duration of children’s play, engagement, appropriate behavior, and learning by using differential reinforcement, response shaping, high-probability procedures and correspondence training.</p> <p>C23 Peer-mediated strategies are used to promote social and communicative behavior.</p> <p>F13 Practices, supports, and resources are responsive to the cultural, ethnic, racial, language, and socioeconomic characteristics and preferences of families and communities</p>
#8	ECERS	<p>C1 Physical space and materials are structured and adapted to promote engagement, play interaction, and learning by attending to children’s preferences and interests, using novelty, using responsive toys, providing adequate amounts of materials, and using defined spaces.</p> <p>C6 Learning environments meet accepted standards of quality including curriculum, child-staff ratios, group size, and physical design of classroom.</p>
#9	Inclusion	<p>C9 Services are provided in natural learning environments as appropriate. These include places in which typical children participate such as the home or community setting.</p> <p>I19 Team members recognize that outcomes are shared responsibility across people (i.e., those who care for and interact with the child) working with the child and family.</p>
#10	Math/Science Lesson	<p>C6 Learning environments meet accepted standards of quality including curriculum, child-staff ratios, group size, and physical design of classroom</p> <p>C26 Recommended instructional strategies are used with sufficient fidelity, consistency, frequency, and intensity to ensure high levels of behavior occurring frequently.</p>
#11	Differentiating Instruction	A15 Professionals rely on materials that capture the child’s authentic behaviors in routine circumstances.
#12	NAEYC Portfolio	C6 Learning environments meet accepted standards of quality including curriculum, child-staff ratios, group size, and physical design of classroom.
#13	Morning Meeting w/ Language Experience Approach	<p>C3 Routines and transitions are structured to promote interaction, communication and learning by being responsive to child behavior and using naturalistic time delay, interrupted chain procedure, transition-based teaching, and visual cue systems.</p> <p>C6 Learning environments meet accepted standards of quality including curriculum, child-staff ratios, group size, and physical design of classroom</p>
#14	Family Event	<p>F6 practices, supports, and resources provide families with participatory experiences and opportunities promoting choice and decision-making.</p> <p>F15 Family and child strengths and assets are used as a basis for engaging families in participatory experiences supporting parenting competence and confidence.</p>

### **Student Learning and/or Responsibilities**

You are becoming a professional and will be asked to model appropriate behavior. This includes being prompt for class and lab times. Teachers and children will be depending on you.

Rescheduling is only an option when you are ill or an emergency arises. Call as soon as possible

to let us know. Your assignments are your responsibility and the classroom teachers will not remind you when evaluations are due, etc.

### **Instructor's Role and/or Responsibilities**

My role is to mentor you as you start to put theories you have been learning in your other classes into practice. I am available almost every day to answer questions, clarify expectations, share ideas for activities, or just discuss your professional development. Feel free to call, e-mail or stop by to see me often.

### **Method of Evaluation (Tests/Exams, Grading System):**

<b>Assessment</b>	<b>Points</b>	<b>% of Final Grade</b>
Discussion Boards	8 x 15 = 120	12%
Reflective Journals (Logs)	15 x 20 = 300	30%
Lab Activities	10 x 20 = 200	20%
Lab Teaching Activities	4 x 25 = 100 Planning 10 Implementation 10 Reflection 5	10%
Cooperating Teachers' Evaluations	4 x 50 = 200	20%
Course Portfolio	75	8%
	995 total points	100%

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F