

CHLD 201: Child Development Practicum I

Infant Toddler Placement Orientation

Learning Outcomes	<p>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.</p> <p>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.</p> <p>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</p>
DEC Recommended Practices	<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>C16 Children’s behavior is recognized, interpreted in context, and responded to contingently, and opportunities are provided for expansion or elaboration of child behavior by imitating the behavior waiting for the child’s responses, modeling and prompting.</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>
NAEYC Standards	<p>1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.</p> <p>6b Knowing about and upholding ethical standards and other professional guidelines</p>

During your Practicum course, you will spend 6 hours every week (12 in a summer session) in an early childhood setting. For the first half of the semester you will be assigned to an infant/toddler classroom. This environment will be an accredited classroom serving children between the ages of 6 weeks and three years who are culturally, linguistically, and ability diverse.

Student Learning and/or Responsibilities

You are becoming a professional and will be expected to model appropriate behavior. This

includes being prompt for lab times. Teachers and children will be depending on you. Rescheduling is only an option when you are ill or an emergency arises. Should you need to be absent, notify the program as soon as possible. Your assignments are your responsibility and the classroom cooperating teachers will not remind you when projects, evaluations, etc. are due. Professionalism should also guide your decisions about appearance, behavior, and interactions with children, families, supervising teachers, and other program staff.

Cooperating Teacher's Role and Responsibilities

The teachers that you have been assigned to are experts in the field of infant and toddler care. They are to become your role models. You can learn a lot by observing and shadowing their daily interactions with the children and families, but they will also guide you into a more active participation. The intent of this practicum experience is for you to practice what you have been learning about early care and education. The supervising teachers are your mentors and the evaluators of your lab performance.

Instructor's Role and/or Responsibilities

Your course faculty is available to answer questions, clarify expectations, share ideas for activities, or just discuss your professional development. Faculty may observe in the classrooms periodically. The intent of the faculty role is to provide support to you and the cooperating teachers. Course faculty will evaluate the numerous lab assignments that are required for this course.

Prior to reporting to your assigned classroom:

- Complete the paperwork that is necessary for DCFS Licensing to allow you to work in a childcare center as soon as you are registered for Practicum. There will be at least a couple of weeks delay in getting your clearance. You will need the following:
 - DCFS Medical Report form signed by your doctor for your medical clearance
 - TB test results done by the Health Department or your doctor.

If you have already done this for an employer, you can bring copies of each one to the course faculty.

- Read Chapter 12 from your course text on Student Teaching with Infants and Toddlers.
- Write a brief biography of yourself emphasizing your experience with young children and your career goals. This will be given to your course faculty and the cooperating teachers.
- Confirm your schedule with your practicum site.

During your infant/toddler placement you will:

- Pay close attention to the class calendar for due dates for all assignments.
- Receive a formal orientation to the classroom so that you have a clear view of the teachers' expectations and an appreciation of the individuality of the children in their care.

- Transition quickly from the role of observer, to participant, to an effective member of the classroom team. Volunteer for additional responsibilities even though they may not be graded assignments. The more involved you become, the more you will learn.
- You will be expected to remember the safe practices that you have learned in the past such as safe sleep practices. For a review, read the materials at
 - American Academy of Pediatrics, (2011, October). *Back to sleep, tummy to play*. Available from <http://www.healthychildcare.org/pdf/sidstummytime.pdf>
- Review the NAEYC Code of Ethical Standards and be sure to adhere to them. You can find a copy in the appendix of your textbook. Review it.
- Get to know the children as individuals as quickly as possible. Use their names and respect their likes and dislikes. Ask the teacher/s to share information with you and to let you look at the children's portfolios.
- You will be expected to use the routine daily activities to build a child's skill at listening and interacting with adults. This might be done as part of diaper changing and mealtime conversations. Review the following CELL handouts for suggestions.
 - 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
 - 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
- Take every opportunity to get to know the families of the children and the therapists that serve them, but use caution in not communicating information with families that would be more appropriately shared by the teachers. Also be careful to protect everyone's confidentiality.
- Submit a reflective log every week of your experience. The reflections need to make distinct connections between the weekly reading assignments, that particular week's lab experiences and the specific lab activity.
- Complete the assigned lab activities related to this placement. Read the directions for each carefully.
- Complete 2 self-evaluations and give them to the supervising teachers for their evaluation the week prior to their respective submission dates.