

CHLD 201: Child Development Practicum I

Preschool Placement

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>
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>C21 Consequences for children’s behavior are structured to increase the complexity an 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>
NAEYC	<p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.</p> <p>2a: Knowing about and understanding diverse family and community characteristics</p> <p>4a: Understanding positive relationships and supportive interactions as the foundation of their work with children.</p>

For the first half of the semester you were assigned to an infant/toddler classroom. Now you have been reassigned to an accredited preschool classroom with children between the ages of three and five who are culturally, linguistically, and ability diverse.

Student Learning and/or Responsibilities:

You are becoming a professional and will be asked 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 reschedule, call as

soon as possible to let the program know. 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 center staff.

Cooperating Teacher's Role and Responsibility

The teachers that you have been assigned to are experts in the field of preschool education. 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 assignments that are required for this course.

Prior to reporting to your assigned classroom:

- Read Chapter 5 in your course text along with the additional resources on the topic of classroom management. The importance of classroom management will become evident now that you are working with older children and have more children enrolled in a room.
- If you have moved to a new site, you will need to provide them:
 - Copies of the paperwork that is necessary for DCFS Licensing to allow you to work in a child care center
 - DCFS Medical Report form signed by your doctor for your medical clearance.
 - TB test results done by the Health Department or your doctor.
 - DCFS Background Check
- Confirm your schedule with your practicum site.
- Share your biography describing your experience with young children and your career goals with your new cooperating teachers. Include a brief description of your infant toddler placement.

During your preschool placement you will:

- Pay close attention to the class calendar for due dates for all assignments. **Plan weeks ahead.** It takes time to plan, consult with the cooperating teachers, prepare and implement activities.
- 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. The more involved you become, the more you will learn. The children will respect you as a teacher, if you act like a teacher.
- As you get to know the children and the classroom expectations, take an active role in promoting positive social and communicative behaviors.
- You will be evaluated on your use of Mileau Teaching of communication skills. If you need a refresher on what this term means and what strategies you will be expected to use, study the notes from Dr. Ann Kaiser's webinar – *KidTalk: Naturalistic communication Intervention Strategies for Parents and Teachers of Young Children*.
 - 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_Webinar_2_22_11.pdf
- Take every opportunity to get to know the families of the children so as to appreciate their cultural, ethnic, racial, language, and socioeconomic characteristics and preferences.
- Continue your reflective logs for every week of your experience. The reflections need to make distinct connections between the weekly reading assignments and that particular week's lab experiences and the specific lab activity.
- Complete the remaining lab activities related to this placement. Read the specific directions for each carefully.
- Complete 2 self-evaluations and give them to the cooperating teachers for their evaluation the week prior to their respective submission dates.