

Department:

Early Childhood

Course Description:

This course is designed for students who are assuming teaching responsibility under guided supervision. Students must meet all state and national requirements for working in an Early Childhood facility. The purpose of the practicum is to put theory into practice. Students will spend 120 hours teaching in the Early Childhood classroom. The course will cover working with parents, classroom management, observation and assessment, values identification, trends and issues in Early Childhood, personal reflections, and educational philosophy.

Course Competencies:

Upon completion of the course, the student should be able to:

1. Address the requirements of children with different needs.
2. Arrange effective and appropriate learning centers.
3. Plan and adapt curricula and environments, including the selection of materials appropriate to the developmental needs of children.
4. Use appropriate materials, activities, and strategies in an integrated curriculum that includes language arts, math, science, social studies, health, safety, nutrition, art, music, drama, and movement.
5. Create a learning environment using concrete manipulative materials, child choice, child decision-making, and play as a context for enhancing development and active learning.
6. Integrate physical development with the arts and all the curriculum areas.
7. Maintain the adult's role as facilitator or partner in play.
8. Offer learning opportunities reflecting the cultures represented in the community of the program.
9. Use a variety of songs, books, and games, including those from many cultures.
10. Intervene when necessary to help children develop socially.
11. Recognize and accommodate the range of development and skills among children.
12. Continually observe children, analyze and evaluate findings, and apply this knowledge to practice.
13. Provide families with appropriate referrals to community resources.
14. Design and assess safe and sanitary environments inside and out.
15. Explain the relationship between the program's philosophy and daily practice.
16. Describe current trends in Early Childhood.
17. Recognize potentially unethical practices.
18. Identify community needs that affect children.

19. Recognize and respond to individual behavior problems related to developmental or emotional stress.
20. Maintain realistic expectations about children's attention spans, interests, social abilities, and physical needs.
21. Meet all state and national requirements to work in an Early Childhood facility.

Course Content

- A. Orientation to Student Teaching
 1. Introduction to student teaching practicum
 2. Student teacher's values and developing a teaching style
 3. Being observed, discovering your competencies
- B. Programming and Classroom Management
 1. Review of child development
 2. Instructional planning
 3. Classroom management goals and techniques
 4. Analyzing behavior to promote self-control
- C. Communication: The Child, The Parents
 1. Common issues related to student teachers
 2. Student journal entries
- D. Professional Concerns
 1. Quality programs
 2. Professional commitment and growth
 3. Trends and issues

Instructional Methods:

Weekly communication via e-mail, on-site visits, slideshows, questions/responses, discussions with lead teachers on-site, individual meetings, ZOOM

Instructional Materials:

First day handout, web, Early Childhood reference materials, classroom where observations are completed, teaching descriptions, journal entries

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).