



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 2219 – Practicum/Student Teaching

Date: Fall 2017

Credit Hours: 5 credit hours

Prerequisite(s): ECE 1000, ECE 1201, ECE 1202, ECE 1203, ECE 1204, ECE 2202, ECE 2207, ECE 2208

A minimum cumulative grade point average (GPA) of 2.5 is required prior to enrolling in ECE 2219. Students must have all courses passed with a C or better.

Petitioned approval by ECE Program Coordinator is required for enrollment into the course.

Delivery Method: Lecture **0 Contact Hours (1 contact = 1 credit hour)**
 Seminar **1 Contact Hours (1 contact = 1 credit hour)**
 Lab **8 Contact Hours (2-3 contact = 1 credit hour)**
 Clinical **0 Contact Hours (3 contact = 1 credit hour)**
 Online
 Blended

Offered: Fall Spring Summer

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>:

CATALOG DESCRIPTION:

This course is designed to provide the student with an opportunity to participate as a student teacher in two early childhood settings/programs. The student will apply previous learned theory and implement prior learning by utilizing the skills and techniques they have gained. The student will engage in every phase of the program – working 20 hours per week in on-the-job experience under the direction of qualified supervising teachers and/or directors. Students will be placed in two diverse and varied settings serving young children and families. Students will complete lessons, units, and other required assignments throughout their practicum/student teacher placement. Individual conferences, reports, projects and seminar sessions are also integral parts of this course.

A minimum cumulative grade point average (GPA) of 2.5 is required prior to enrolling in ECE 2219. Students must have all ECE courses passed with a C or better. Petitioned approval by ECE Program Coordinator is required for enrollment in the course.

Current Teaching Experience:

A student *may* have the opportunity to waive the 300 contact hours of student teaching if he/she completes the following:

- Provides documentation of employment as a full time teacher for toddler, preschool or primary aged children in a DCFS licensed (or state supported) early childhood education facility for the past two years
- Provides 3 letters of recommendation – one must be from current supervisor/director
- *Statement of Professionalism and Confidentiality* signed and dated (provided by IVCC’s College Supervisor
- Agreement to submit a teaching portfolio at the end of the semester – date to be announced. (Refer to ‘Teaching Portfolio’ below)

THE STUDENT MUST CONSULT WITH THE PRACTICUM SUPERVISOR PRIOR TO REGISTERING.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

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

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem-solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

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

1. Maintain and adhere to the policies and regulations of the school/center, as well as other regulatory entities of the system.

IPTs	ECE Competencies	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1F, 1L, 2A, 2C, 2G, 2I, 2J, 2M, 2N, 2Q, 3A, 3C, 3D,3E, 3G, 3K, 3I, 3J, 3L, 3O, 3P, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4I, 4J, 4K, 4L, 4P, 5A, 5C, 5E, 5F, 5H, 5I, 5J,5K, 5L, 5M, 5N, 5P, 5S, 6B, 6E, 6J7B, 7L, 8A, 8B, 8D, 8E, 8G, 8H, 8I, 8K, 8O, 8P, 8Q, 8S, 8T, 9C, 9F, 9I, 9L, 9R	HSW1, HSW4, HSW5, CPD2, CPD3, CPD4, IRE4, PPD1, PPD3, PPD4 ITC Competencies HGD6 IDC Competencies POFM1	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e

2. Apply principles of child development and curriculum by planning and implementing developmentally appropriate activities/units according to the physical, social/emotional, intellectual and creative needs of young children.

IPTS	ECE Competencies	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1J, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2O, 2P, 2Q, 3A, 3B, 3C, 3D, 3E, 3G, 3J, 3K, 3O, 3P, 4A, 4E, 4F, 4I, 4J, 4K, 4P, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5M, 5N, 5O, 5P, 5R, 5S, 6A,6B, 6C, 6E, 6I, 6J, 6L, 6M, 6N, 6O, 6P, 6Q, 7A, 7G, 7I, 8C, 8P, 8Q,8S, 9K, 9L, 9N, 9P, 9Q	HGD1, HGD4, HSW5, CPD1, CPD4, CPD5, CPD6, CPD7, CPD8, CPD9, IRE4, IRE5	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c, 6d
ITC	ITC Competencies	
8A, 8B, 8D, 8J, 9A, 9E	HGD6, CPD4, OA3	
	IDC Competencies	
	EP1	

3. Participate in the preparation and maintenance of safe, healthy, learning environments for young children.

IPTS	ECE Competencies	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1L, 2A, 2K, 3A, 3C, 3D, 3J, 3K, 3O, 3P, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4O, 4P, 8C, 8F, 8G, 8H, 8I, 8K, 8L, 8O,8P, 8Q, 8R, 8S, 8T, 9C, 9F, 9J, 9L, 9N, 9R	HSW1, HSW2, HSW5, HSW6, IRE4	1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 5c, 6b
ITC	ITC Competencies	
8J	HSW5	
	IDC Competencies	
	POFM1, EP1	

4. Develop and utilize appropriate guidance/management techniques with young children.

IPTS	ECE Competencies	NAEYC Standards
1C, 1G, 3Q, 2Q, 6B, 6E, 6J, 5A, 5S, 2B, 2D, 3E, 3N, 3A, 2N, 1L, 3L, 4K, 5I, 2O, 3C, 1A, 1K	HGD1, HGD3, HGD4, CPD4, CPD5, CPD6, CPD7, CPD8, IRE4	1a, 1b, 1c, 2a, 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c
	ITC Competencies	
	IRE7	

5. Identify, utilize and develop engaging learning environments that support children’s learning and development.

IPTS	ECE Competencies	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1J, 1L, 2E, 2H, 3A, 3C, 3D, 3J, 3O, 3P, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 6C, 6F, 6S, 7C, 8C, 8F, 8G, 8H, 8I, 8K, 8S, 9A	IRE3, IRE4, IRE5	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5b, 5c, 6b, 6c
	ITC Competencies	
	IRE7	

6. Assess and document the development of young children’s skills and overall development.

IPTS	ECE Competencies	NAEYC Standards
1D, 3A, 5H, 7A, 7C, 7D, 7E, 7F, 7H, 7I, 7J, 7K, 7M, 7N, 7O, 7P, 7Q, 7R, 8C, 8F, 8I, 8J, 8K, 8L, 8O, 8N, 9B, 9J, 9Q, 9R	OA4, OA5	1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 6b, 6c, 6e
	ITC Competencies	
	OA3	

7. Practice professional relationships and communication with children, staff and parents.

IPTS	ECE Competencies	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1F, 1G, 1I, 1L, 2A, 2B, 2C, 2F, 2G, 2K, 3A, 3B, 3C, 3D, 3F, 3J, 3O, 3P, 4A, 4B, 4C, 4D, 4E, 4F, 4G,4H, 4I, 4J,	HSW1, HSW6, IRE4, FCR2, FCR3, FCR4, FCR5, PPD1, PPD3, PPD4, PPD5, PPD6	1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e

4K, 4L, 4M, 4O, 4P, 6C, 7H, 7J, 7N, 7P, 8B, 8C, 8D, 8F, 8H, 8I, 8J, 8K, 8L, 8O, 8P, 8Q, 8R, 8S, 8T, 9A, 9C, 9D, 9E, 9F, 9G, 9H, 9I, 9J, 9K, 9L, 9M, 9N, 9O, 9P, 9Q, 9R ITC 9C, 9E, 9H	ITC Competencies HGD6, HSW5, CPD4, OA3, IRE7, FCR5, FCR6, PPD4 IDC Competencies PPS1, OWC1, T1	
---	--	--

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To communicate successfully, both orally and in writing, to a variety of audiences.	7. Practice professional relationships and communication with children, staff and parents.
Second Goal	
To develop interpersonal capacity.	7. Practice professional relationships and communication with children, staff and parents.
Third Goal	
To connect learning to life.	7. Practice professional relationships and communication with children, staff and parents.

COURSE TOPICS AND CONTENT REQUIREMENTS:

Practicum/Student Teaching Portfolio must include the following:

1. Weekly Journal – Both Placements

Students will be required to keep a weekly journal of their student teaching experience. The journal will be viewed by the college supervisor every 4 weeks (included with the portfolio). The journal must include:

- Title page with student's name, site name and location, supervising teacher's name, and semester/year of experience.
- An overview of program/facility (name/address of facility, mission/philosophy of the program, ages served, hours of operation, licensing capacity, months/days/hours in session, etc.
- Background information on the site – type of facility; age group of children; number of children; number of staff in the classroom; schedule of daily events; curriculum model utilized for program, and specifically in assigned classroom, description of teaching environment with floor plan of classroom, description of child management techniques implemented within the classroom, etc.
- Each journal entry must include:
 - Date of entry (addressing the week of...)
 - Brief personal reflection of the week overall (strengths and modifications)
 - Brief account of lessons/activities that were performed by the student
 - Child section – particular behaviors, dispositions, actions, and/or skills that were noted throughout the week (use of child's first name only)
 - Teacher section – describe particular learning experiences that you gained from the teacher over the course of the week
 - Personal self-reflection of growth from previous week and teaching goals for the upcoming week (based on consultation with the supervising teacher and/or college supervisor)
- Final reflection of the overall 8 week teaching experience

2. Classroom Daily Schedule –Both Placements

3. Learning Plans – Both Placements

- Minimum of two plans for each of the following developmental areas: literacy (inclusive of reading and writing), language, creative arts, music/movement, math, science, social studies, physical development (fine and gross), social-emotional. At least two learning plans per placement must creatively incorporate technology that is developmentally appropriate for the age.

4. Stories – Both Placements

- Inclusive of flannel or magnetic board, puppets (may use ones made by children), repetition throughout story for children to participate, ABC book designed in Language Development course (preschool placement), and questions developed and used to engage children (infant/toddler placement)

5. Weekly Units – Both Placements

- Minimum of two weekly planning units for preschool placement, and minimum of one for infant/toddler placement.

6. Newsletters- Both Placements

- Minimum of three newsletters provided to families. One newsletter inclusive of, but not limited to, health, nutritional, and safety information to support infant/toddler development.

7. Bulletin Boards – Preschool Placement Only

- Minimum of two bulletin boards in preschool placement.

8. Environmental Design and Summary – Preschool Placement Only

9. Child Observation and Family- Practitioner Interview – Infant/Toddler Placement Only

- One newsletter (Infant/Toddler placement) demonstrates collaboration with family, based on child observation and family-child care provider interview

10. Documentation Display (displayed during the final week of Infant/Toddler placement): - Infant/Toddler Placement Only

- Documentation Display must be based on the Child Observation and Family-Practitioner Interview.

11. Professional Development Presentation (by the end of 2nd 8 weeks) – Either Placement

- The student teacher will create a 15 minute presentation about a current trend in early care and education that affects the center in which they are placed.

12. Assessment Checklists- Both Placements

13. Personal and Professional Development Plan and Philosophy of Teaching –

Throughout Semester

14. Documentation of Activities – Both Placements

- Circle/Group Management
- Finger Plays/Poetry/Body Plays
- Daily Health Check
- Staff Meeting (any time prior to the end of the semester)
- Parent/Teacher Conference (any time prior to the end of the semester)
- Substitution Day (1st 8 weeks only)
- Diapering/Feeding Schedule (Infant/Toddler Placement)

INSTRUCTIONAL METHODS:

Seminar/planning meetings

Ongoing supervision and evaluation by a site supervising teacher.

Periodic site visits by the college supervisor.

Written assignments -- lessons/units/activities/child assessments and portfolio/etc.

Videotaping of student with reflective analysis

Ongoing evaluation of assignments by supervising teacher

Ongoing self-evaluation by student
Mid-term and final evaluations by student, supervising teacher and college supervisor.

INSTRUCTIONAL MATERIALS:

All assignment forms/reports/evaluation tools have been prepared by the College Supervisor.

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Required attendance on days scheduled within classroom.
Mandatory seminar attendance
Active participation in seminar
Completion of all lab assignments
Completion of child assessment and portfolio

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

OTHER REFERENCES

ECE Competencies: www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ece-competencies-by-credential-level-and-suggested-role/file.

Illinois Professional Teaching Standards (IPTS 2010) http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf

Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards http://www.dec-sped.org/uploads/docs/about_dec/Professional%20Standards/Initial%20Special%20Education%20Professionals%20n%20Early%20Childhood%20Special%20Education%20Early%20Intervention.pdf

NAEYC Initial Standards for Early Childhood Professional Preparation Programs 2010

<http://www.naeyc.org/ncate/files/ncate/Std%201%20Pager.pdf>

Abused and Neglected Child Reporting Act (online training)

<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=6E8F77C3DCC09F4D19830B5D31F77D21>

Strategies for Successful Student Teaching – A Comprehensive Guide, 2nd Ed. Carol Pelletier. Allyn and Bacon/Pearson Publishing. 2004.

Student Teaching and Field Experiences Handbook 5th Ed. Betty Roe and Elinor Ross. Merrill Prentice Hall. 2002.

Ethics and the Early Childhood Educator. Stephanie Feeney and Nancy Freeman. NAEYC. 1999.

Making Early Learning Standards Come Alive. Gaye Gronlund. NAEYC. 2006.

Course Competency/Assessment Methods Matrix

ECE 2219 – Practicum/Student Teaching	Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assessment (ECE.ITC.Competency Assessments)
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
Maintain and adhere to the policies and regulations of the school/center, as well as other regulatory entities of the system. ECE COMPETENCY: HSW1, LVL2, HSW4, HSW5, LVL3; CPD2, CPD3, LVL3; CPD4, LVL4; IRE4, LVL3; PPD1,LVL2; PPD3, PPD4, LVL3 ITC COMPETENCY: HGD6, LVL4 IDC COMPETENCY: POFM1; LVL1 IPTS: 1A, 1B, 1C, 1D, 1E, 1F, 1L, 2A, 2C, 2G, 2I, 2J, 2M, 2N, 2Q, 3A, 3C, 3D,3E, 3G, 3K, 3I, 3J, 3L, 3O, 3P, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4I, 4J, 4K, 4L, 4P, 5A, 5C, 5E, 5F, 5H, 5I, 5J,5K, 5L, 5M, 5N, 5P, 5S, 6B, 6E, 6J7B, 7L, 8A, 8B, 8D, 8E, 8G, 8H, 8I, 8K, 8O, 8P, 8Q, 8S, 8T, 9C, 9F, 9I, 9L, 9R NAEYC: 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e										X	X				X											X						X

