DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 2219 Practicum/Student Teaching

Date: Fall 2022

Credit Hours: 4

Complete all that apply or mark “None” where appropriate:
Prerequisite(s): ECE 1000, ECE 1201, ECE 1202, ECE 1203, ECE 2202, ECE 2207, ECE 2208

Enrollment by assessment or other measure? □ Yes □ No
If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: □ Yes □ No

Delivery Method: □ Lecture 0 Contact Hours (1 contact = 1 credit hour)
□ Seminar 1 Contact Hours (1 contact = 1 credit hour)
□ Lab 15 Contact Hours (2-3 contact = 1 credit hour)
□ Clinical 0 Contact Hours (3 contact = 1 credit hour)
□ Online
□ Blended
□ Virtual Class Meeting (VCM)

Offered: □ Fall □ Spring □ Summer

CATALOG DESCRIPTION and IAI NUMBER (if applicable):
This course is designed to provide the student with an opportunity to participate as a student teacher in at least one early childhood setting/program. 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 225 hours in on-the-job experience under the direction of qualified supervising...
teachers. Students will be placed in one diverse setting serving young children and families. Students will complete learning plans, units, and other required assignments throughout their practicum/student teacher placement. Individual conferences, reports, projects, portfolio, and seminar sessions are also required, integral parts of this course. A minimum cumulative of GPA 2.5 is required before enrollment in this course.

ACCREDITATION STATEMENTS AND COURSE NOTES:
Content and assessments align to Gateways ECE, ITC, and IDC Competencies.

COURSE TOPICS AND CONTENT REQUIREMENTS:
1. Weekly Journal
2. Classroom Daily Schedule
3. Learning Plans
4. Stories
5. Weekly Units
6. Newsletters
7. Bulletin Boards
8. Environmental Design and Summary
9. Child Observation and Family-Practitioner Interview
10. Documentation Display
11. Professional Development Presentation
12. Assessment Checklists
13. Personal and Professional Development Plan and Philosophy of Teaching
14. Documentation of Activities

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.

EVALUATION OF STUDENT ACHIEVEMENT:
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

INSTRUCTIONAL MATERIALS:
Textbooks:
None

Resources
Gateways ECE Competencies and Suggested Roles
Illinois Professional Teaching Standards (2013)
LEARNING OUTCOMES AND GOALS:
Institutional Learning Outcomes
☐ 1) Communication – to communicate effectively;
☐ 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
☐ 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
☒ 4) Responsibility – to recognize how personal choices affect self and society.

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

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<tr>
<th>IPTS</th>
<th>ECE Competencies</th>
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<tbody>
<tr>
<td>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</td>
<td>HSW1, HSW4, HSW5, CPD2, CPD3, CPD4, IRE4, PPD1, PPD3, PPD4</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e</td>
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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.

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<td>HGD1, HGD4, HSW5, CPD1, CPD4, CPD5, CPD6, CPD7, CPD8, CPD9, IRE4, IRE5</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d</td>
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3. Participate in the preparation and maintenance of safe, healthy, learning environments for young children.

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<td>HSW1, HSW2, HSW5, HSW6, IRE4</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 5c, 6b</td>
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| IDC Competencies | POFM1, EP1 |

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

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<td>1C, 1G, 3Q, 2Q, 6B, 6E, 6J, 5A, 5S, 2B, 2D, 3E, 3N, 3A, 2N, 1L, 3L, 4K, 5I, 2O, 3C, 1A, 1K</td>
<td>HGD1, HGD3, HGD4, CPD4, CPD5, CPD6, CPD7, CPD8, IRE4</td>
<td>1a, 1b, 1c, 2a, 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c</td>
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5. Identify, utilize, and develop engaging learning environments that support children’s learning and development.

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<td>IRE3, IRE4, IRE5, IRE6</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c</td>
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6. Assess and document the development of young children’s skills and overall development.

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<td>OA4, OA5</td>
<td>1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 6b, 6c, 6e</td>
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7. Practice professional relationships and communication with children, staff, and parents.

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<td>HSW1, HSW6, IRE4, FCR2, FCR3, FCR4, FCR5, PPD1, PPD3, PPD4, PPD5, PPD6</td>
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| IDC Competencies | PPS1, OWC1, T1 |