

# Syllabus

## ECED1545 SCHOOL AGE PRACTICUM

2015

### Committee Members:

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**Facilitator**

*Julie Miller*

Date Reviewed:

1-23-15

*Jody Tomczak*  

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**NCCA Council of Chief Academic Officers Chair**

Date Approved:

3-20-15

## **I. CATALOG DESCRIPTION**

Course Number: ECED 1545  
Course Title: School-Age Practicum  
Prerequisite or Corequisite: ECED1220 Pre-Practicum

Catalog Description: This course is designed to provide an understanding of the developmental stages of children from five to eight years of age by participating in hands-on learning experiences in selected early care and education settings. Students will develop an awareness of appropriate adult/child interaction while developing positive employee skills. Basic skills in planning and implementing a daily routine and curriculum activities for school age children presented. Students are required to complete a minimum of 45 clock hours of practical work experience. A passing grade of “C” or better is required for all ECED majors.

Credit Hours: 1.0 semester credit hours/1.5 quarter credit hours

## **II. COURSE OBJECTIVES AND COMPETENCIES**

The course will:

1. Describe how to be a reliable early childhood caregiver and educator.
2. Explore the developmental stages of school age children.
3. Examine the necessary components of a developmentally appropriate school age learning environment.
4. Identify appropriate guidance/interaction techniques to use with school age children.
5. Describe the various methods of observation and the guidelines associated with each method.
6. Implement and analyze various observation techniques to use with school age children.
7. Apply early childhood supervisory skills in a manner that ensures the children’s health, safety, and overall well-being.
8. Demonstrate the ability to support and facilitate the caregiver/teacher’s curriculum plans and to assist in the early childhood practicum setting.
9. Help develop and implement appropriate curriculum plans for school age children.

10. Examine policies, regulations and routines of the school age setting and/or the supervising college program.
11. Examine the application of professional ethics and integrity.
12. Develop appropriate communication skills with peers, staff, parents, and children.
13. Develop an awareness for and appreciation of individual likenesses and differences among children, families and colleagues.

### **III. STUDENT LEARNING OUTCOMES:**

The student will:

1. Demonstrate through attendance, timeliness and professionalism that he/she shows commitment to the profession/program.
2. Identify the developmental stages of children using an appropriate instrument for school age children.
3. Analyze the school-age child learning environment utilizing standard program quality assessment indicators.
4. Journal and reflect on guidance/interaction techniques used at the cooperating site.
5. Complete child observations, using a variety of techniques appropriate for school age children.
6. Analyze the results of various observations techniques, used with school age children.
7. Assist the cooperating teacher/caregiver in managing the early childhood environment to promote health, safety, and emotional well-being of each child.
8. Implement curriculum plans as established by the cooperating teacher.
9. Plans and implements developmentally appropriate learning experiences for school age children.
10. Follow policies, regulations and routines in the school age setting and of the supervising college.
11. Reflect on professional behaviors, attitudes, and ethics involved in working with school age children, families, and colleagues.

12. Demonstrate ability to communicate with children, families and colleagues.

13. Journal and reflect on the importance of valuing and respecting each person as an individual.

#### **IV. COURSE CONTENT/TOPICAL OUTLINE**

(Course outline may provide more detailed information)

1. Demonstrate how to be a reliable early childhood caregiver and educator.
2. Recognize the developmental stages of children from five to eight years of age.
3. Recognize the necessary components of a developmentally appropriate school age learning environment.
4. Identify appropriate guidance/interaction techniques to use with young children.
5. Describe the various methods of observation and the guidelines associated with each method.
6. Implement and analyze various observation techniques to use with children from five to eight years of age.
7. Apply early childhood supervisory skills in a manner that ensures the children's health, safety, and overall well-being.
8. Demonstrate the ability to support and facilitate the caregiver/teacher's curriculum plans and to assist in the school age practicum setting.
9. Help develop and implement appropriate curriculum plans for children from five to eight years of age.
10. Demonstrate the ability to follow policies, regulations and routines of the school age setting and/or the supervising college program.
11. Demonstrate the ability to practice professional ethics and integrity.
12. Develop appropriate communication skills with children, families and colleagues.

## V. INSTRUCTIONAL MATERIALS

Suggested Text: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

Early Childhood Education Practicum Manual

Supplemental Textbooks:

Bender, Judith, Half a Childhood: Time for School-Age Child Care, School Age Notes. Current edition.

Harms, Thema, Jacobs Vienberg, Ellen, and Ramano White, Donna, School-Age Environment Rating Scale (SACERS), Teachers College Press. Current edition.

Required Supplemental Materials: The student may need to purchase additional materials for this course to provide concrete learning experiences for children. The student may be able to find items at garage sales or second hand stores to keep costs at a minimum.

Course Requirements: Through practicum experiences, students are being trained as potential employees in the early childhood profession. The employability is based not only on working skills but also on attendance, punctuality, dependability, and attitude. The student's scheduled time in practicum is very important. It is of extreme importance that students be present and on time. The children and staff are depending on students as an important part of the total school age program team.

In addition students will:

1. Attend the site when arranged, practice good employment skills, share ideas with others during staffing, and support others in their learning process.
2. Inform the site if they are going to be absent and then inform the instructor. If unable to complete the course, the student should officially withdraw from the class.
3. Successfully complete all projects and assignments.
4. Obtain a grade of "C" or better.

## **VI. METHODS OF INSTRUCTION**

The student is expected to take the primary responsibility for learning. The student is provided the opportunity to have actual experiences with children and staff in an early childhood program. Instruction methods will include, but not be limited to demonstration, discussion, and observation. Students may be required to provide videos of teaching demonstrations. Interactive sessions (held in person or by email) will encourage students to examine their experiences and get feedback from others. Individual conferences (held in person, by email, online technology, or by phone) with the instructor will help guide the students toward improved skills in school-age setting.

## **VII. METHODS OF EVALUATION**

Students may be assessed by attendance at the practicum site, observation from the on-site supervisor, reflection journals and their own self-evaluation using an evaluation instrument provided by the instructor. Students will be assessed on the quality and developmentally appropriateness of the plans and materials utilized to implement experiences for school-age children. Students will also be assessed based upon their communication with children, families and colleagues in the school age setting.

<b>NAEYC Standards, Sub-standards and Key Elements and Supportive Skills</b>	<b>Addressed in Course</b>
<b>1. Promoting Child Development and Learning</b>	
1a. Knowing and understanding young children’s characteristics and needs.	<b>X</b>
1b. Knowing and understanding the multiple influences on development and learning	<b>X</b>
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	<b>X</b>
<b>2. Building Family and Community Relationships</b>	
2a. Knowing about and understanding family and community characteristics	<b>X</b>
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	<b>X</b>
2c. Involving families and children in their children’s development and learning	<b>X</b>
<b>3. Observing, Documenting and Assessing to Support Young Children and Families</b>	
3a. Understanding the goals, benefits and uses of assessment	<b>X</b>
3b. Knowing about assessment partnerships with families and with professional colleagues	<b>X</b>
3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	<b>X</b>
3d. Understanding and practicing responsible assessment to promote positive outcomes for each child	<b>X</b>
<b>4. Using Developmentally Effective Approaches to Connect with Children and Families</b>	
4a. Understanding positive relationships and supportive interactions as the foundation of their work with children.	<b>X</b>
4b. Knowing and understanding effective strategies and tools for early education.	<b>X</b>
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.	<b>X</b>
4d. Reflecting on their own practice to promote positive outcomes for each child.	<b>X</b>
<b>5. Using Content Knowledge to Build Meaningful Curriculum</b>	
5a. Understanding content knowledge and resources in academic disciplines.	<b>X</b>
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	<b>X</b>
5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	<b>X</b>
<b>6. Becoming a professional</b>	
6a. Identifying and involving oneself with the early childhood field.	
6b. Knowing about and upholding ethical standards and other professional guidelines.	<b>X</b>
6c. Engaging in continuous collaborative learning to inform practice.	<b>X</b>
6d. Integrating knowledgeable, reflective and critical perspectives on early education.	<b>X</b>
6e. Engaging in informed advocacy for children and the profession.	

<b>Supportive Skills</b>	<b>Addressed in Course</b>
Skills in self-assessment and self-advocacy	<b>X</b>
Skills in mastering and applying foundational concepts from general education	<b>X</b>
Written and verbal communication skills	<b>X</b>
Skills in making connections between prior knowledge/experiences and new learning	<b>X</b>
Skills in identifying and using professional resources	<b>X</b>