

ECE 251: Teaching Practicum I and Seminar I

"Students select to work with either infants and toddlers or preschool children in inclusive settings that are approved by the Department of Early Education and Childcare (DEEC). The group day care services are staffed by a Lead Teacher. During this period, the student demonstrates his/her ability to work as a team member and to develop, implement and evaluate developmentally appropriate activities for small groups of infants/toddlers or preschool children. Students develop important qualities and skills, including the ability to initiate and expand responsive communications with children and to interact in ways that help develop mutuality and trust. The accompanying seminar provides a forum for students to share reflections, raise questions, and extend their understanding of the teacher's responsibility. This student-internship is supervised by college faculty. Note: C.O.R.I., S.O.R.I., and Health Requirements must be met, and students must meet with the Program Coordinator the semester prior to enrollment in ECE 251. Required: 150 hours of field experience per semester, orientation, and seven two-hour seminars per semester on alternating weeks. This course meets the requirement for Practicum in the ECE Foundational Certificate. Prerequisites: Please note different requirements for different early education settings. Prerequisite: ECE 110 and ECE 111 and Corequisite ECE 221. For placement in an Infant/Toddler setting all of the above and pre or co-requisites ECE 224. For placement in a preschool setting all of the above and pre or co-requisites ECE 234. Instructional Support Fee applies. Gen. Ed. Competencies Met: Oral Communication."

Course Student Learning Outcomes

1. Apply knowledge of developmental theory into teaching practice. 2. Design learning activities in the context of developmental appropriateness and cultural relevance. 3. Plan curriculum to meet individual needs and abilities of all learners. 4. Evaluate the classroom as a learning environment for all children and recommend changes to make the classroom a high-quality learning environment. 5. Operate the classroom with assistance following the procedures, policies, and practices as outlined by state regulations. 6. Assess individual teaching practice, environmental design, and curriculum in order to create safe, healthy, and nurturing environments for all children and their families.

Credits: 4

Program: Early Childhood Education