

ECE 270 Practicum II Credits: 3

Course Description:

Reading Assignments:

Read the textbook as soon as possible.

Paperwork Requirements:

1. background check; on-site application and employment packet
2. timesheet
3. essay for your growth in the AAS*
- 4.

Summary of Evaluation:

Source	Percent	Documentation
Part I Observation & Feedback	15%	Written evaluation by faculty and site supervisor
Part I Family Relationships	10%	Documentation & reflection of home visit & family conference
Part I Child Assessment	10%	Documentation of child assessment and family conference with reflection of the process
Part I Lead Teaching minimum of 2 weeks	25%	Photo documentation of environment changes, lesson plans, children's active exploration and engagement. Reflection and evaluation
Part II Professionalism	10%	Statement of philosophy; professional resume; goals; proof of membership in an EC professional organization; ethics
Part II Accumulated Growth	30%	Scholarly essay on academic growth, accumulated evidence on the standards

Practicum II Timeline:

Task	Timeline	Comments
Get to know the families	Week 1- 40 hrs	
Do a home visit	Week 2 – 60 hr	
Assess a child	Weeks 3-5 60-100 hours	
Lead Teaching for 2 weeks	Weeks 6-7 120-160 hours	
Family Conference	Week 8 180 hours	
Complete portfolio	200 hours	
Faculty Observation #1	By 60 hours	
Faculty Observation #2	By 110 hours	
Faculty Observation #3	By 160 hours	

Part I Personal Reflection – Home Visit

Part I Personal Reflection – PTC

(Children may be included or not, at your discretion. Complete one)

Using the computer, please answer the following:

1. How many hours of your practicum were completed when you did the PTC?
2. Describe what assessment info you plan to share. Include a copy.
3. How did you feel prior to the meeting?
4. Describe the actual meeting. (Did it go the way you planned?)
5. What was the family's reaction?
6. How were children included in the process?
- 7.

Part I Personal Reflection – Curriculum & Teaching

Complete the documentation for your unit and include it in your notebook. At a minimum this will include:

- Why you chose the topic (relate it back to the children)
- How you involved parents
- Your web with questions by the children
- The materials you gathered
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Part II Professionalism

Describe your immediate use of your AAS degree. Identify your current employment or academic plans. List possible job opportunities to explore in the next 6 -12 months.

Describe your professional goals for the next year and for the next 5 years. Include your professional resume.

Include examples of ethical conduct or use of the professional code of ethics.

Site mentor comments

Regarding the home visit:

1. Describing the child assessment and parent teacher conference
2. Discussing the curriculum project
3. Addressing the special project for the program

Time Sheet Name: _____ Site _____

Date	Associated Modules and Activities	Time	Hours	Total Hours

2010 NAEYC Key components of the Standards for AAS degrees:

Standard #1 Promoting Child Development & Learning

- 1a Knowing and understanding y. c. characteristics and needs
- 1b Knowing & understanding the multiple influences on development and learning.
- 1c Using developmental knowledge to create healthy respectful, supportive and challenging learning environments.

Standard #2 Building Family & Community Relationships

- 2a Knowing about and understanding diverse family and community characteristics
- 2b Supporting and engaging families and communities through appropriate relationships (1)(g) #2 (a) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z) (aa) (ab) (ac) (ad) (ae) (af) (ag) (ah) (ai) (aj) (ak) (al) (am) (an) (ao) (ap) (aq) (ar) (as) (at) (au) (av) (aw) (ax) (ay) (az) (ba) (bb) (bc) (bd) (be) (bf) (bg) (bh) (bi) (bj) (bk) (bl) (bm) (bn) (bo) (bp) (bq) (br) (bs) (bt) (bu) (bv) (bw) (bx) (by) (bz) (ca) (cb) (cc) (cd) (ce) (cf) (cg) (ch) (ci) (cj) (ck) (cl) (cm) (cn) (co) (cp) (cq) (cr) (cs) (ct) (cu) (cv) (cw) (cx) (cy) (cz) (da) (db) (dc) (dd) (de) (df) (dg) (dh) (di) (dj) (dk) (dl) (dm) (dn) (do) (dp) (dq) (dr) (ds) (dt) (du) (dv) (dw) (dx) (dy) (dz) (ea) (eb) (ec) (ed) (ee) (ef) (eg) (eh) (ei) (ej) (ek) (el) (em) (en) (eo) (ep) (eq) (er) (es) (et) (eu) (ev) (ew) (ex) (ey) (ez) (fa) (fb) (fc) (fd) (fe) (ff) (fg) (fh) (fi) (fj) (fk) (fl) (fm) (fn) (fo) (fp) (fq) (fr) (fs) (ft) (fu) (fv) (fw) (fx) (fy) (fz) (ga) (gb) (gc) (gd) (ge) (gf) (gg) (gh) (gi) (gj) (gk) (gl) (gm) (gn) (go) (gp) (gq) (gr) (gs) (gt) (gu) (gv) (gw) (gx) (gy) (gz) (ha) (hb) (hc) (hd) (he) (hf) (hg) (hh) (hi) (hj) (hk) (hl) (hm) (hn) (ho) (hp) (hq) (hr) (hs) (ht) (hu) (hv) (hw) (hx) (hy) (hz) (ia) (ib) (ic) (id) (ie) (if) (ig) (ih) (ii) (ij) (ik) (il) (im) (in) (io) (ip) (iq) (ir) (is) (it) (iu) (iv) (iw) (ix) (iy) (iz) (ja) (jb) (jc) (jd) (je) (jf) (jg) (jh) (ji) (jj) (jk) (jl) (jm) (jn) (jo) (jp) (jq) (jr) (js) (jt) (ju) (jv) (jw) (jx) (jy) (jz) (ka) (kb) (kc) (kd) (ke) (kf) (kg) (kh) (ki) (kj) (kk) (kl) (km) (kn) (ko) (kp) (kq) (kr) (ks) (kt) (ku) (kv) (kw) (kx) (ky) (kz) (la) (lb) (lc) (ld) (le) (lf) (lg) (lh) (li) (lj) (lk) (ll) (lm) (ln) (lo) (lp) (lq) (lr) (ls) (lt) (lu) (lv) (lw) (lx) (ly) (lz) (ma) (mb) (mc) (md) (me) (mf) (mg) (mh) (mi) (mj) (mk) (ml) (mm) (mn) (mo) (mp) (mq) (mr) (ms) (mt) (mu) (mv) (mw) (mx) (my) (mz) (na) (nb) (nc) (nd) (ne) (nf) (ng) (nh) (ni) (nj) (nk) (nl) (nm) (nn) (no) (np) (nq) (nr) (ns) (nt) (nu) (nv) (nw) (nx) (ny) (nz) (oa) (ob) (oc) (od) (oe) (of) (og) (oh) (oi) (oj) (ok) (ol) (om) (on) (oo) (op) (oq) (or) (os) (ot) (ou) (ov) (ow) (ox) (oy) (oz) (pa) (pb) (pc) (pd) (pe) (pf) (pg) (ph) (pi) (pj) (pk) (pl) (pm) (pn) (po) (pp) (pq) (pr) (ps) (pt) (pu) (pv) (pw) (px) (py) (pz) (qa) (qb) (qc) (qd) (qe) (qf) (qg) (qh) (qi) (qj) (qk) (ql) (qm) (qn) (qo) (qp) (qq) (qr) (qs) (qt) (qu) (qv) (qw) (qx) (qy) (qz) (ra) (rb) (rc) (rd) (re) (rf) (rg) (rh) (ri) (rj) (rk) (rl) (rm) (rn) (ro) (rp) (rq) (rr) (rs) (rt) (ru) (rv) (rw) (rx) (ry) (rz) (sa) (sb) (sc) (sd) (se) (sf) (sg) (sh) (si) (sj) (sk) (sl) (sm) (sn) (so) (sp) (sq) (sr) (ss) (st) (su) (sv) (sw) (sx) (sy) (sz) (ta) (tb) (tc) (td) (te) (tf) (tg) (th) (ti) (tj) (tk) (tl) (tm) (tn) (to) (tp) (tq) (tr) (ts) (tt) (tu) (tv) (tw) (tx) (ty) (tz) (ua) (ub) (uc) (ud) (ue) (uf) (ug) (uh) (ui) (uj) (uk) (ul) (um) (un) (uo) (up) (uq) (ur) (us) (ut) (uu) (uv) (uw) (ux) (uy) (uz) (va) (vb) (vc) (vd) (ve) (vf) (vg) (vh) (vi) (vj) (vk) (vl) (vm) (vn) (vo) (vp) (vq) (vr) (vs) (vt) (vu) (vv) (vw) (vx) (vy) (vz) (wa) (wb) (wc) (wd) (we) (wf) (wg) (wh) (wi) (wj) (wk) (wl) (wm) (wn) (wo) (wp) (wq) (wr) (ws) (wt) (wu) (wv) (ww) (wx) (wy) (wz) (xa) (xb) (xc) (xd) (xe) (xf) (xg) (xh) (xi) (xj) (xk) (xl) (xm) (xn) (xo) (xp) (xq) (xr) (xs) (xt) (xu) (xv) (xw) (xx) (xy) (xz) (ya) (yb) (yc) (yd) (ye) (yf) (yg) (yh) (yi) (yj) (yk) (yl) (ym) (yn) (yo) (yp) (yq) (yr) (ys) (yt) (yu) (yv) (yw) (yx) (yy) (yz) (za) (zb) (zc) (zd) (ze) (zf) (zg) (zh) (zi) (zj) (zk) (zl) (zm) (zn) (zo) (zp) (zq) (zr) (zs) (zt) (zu) (zv) (zw) (zx) (zy) (zz)
- 2c Knowing about and using observation, documentation, and other appropriate
- 2d Understanding and practicing responsible assessment to promote positive o
assistive technology for children with d ilitii 7.2 Tw 0.870.008 Tc 0.008 Tw [(c

In the past year ECE faculty from around the state have agreed upon general topics or common assignments that should be included in each course. Depending upon when you took the class, this might give you some good ideas of work to consider including in your portfolio.

Course #	Course Name	Cr.	Common Assignment
101	Intro	3	Code of Ethics
104	CD Infants and Toddlers	3	Child case study ages 3 mo – 2.5 years
107	CD Preschool-Primary Human Relations Requirement	3	3 observations of children ages 3-8 with recommendations for further development
110	Safe, Healthy Learning Environs	3	Design an indoor and/or outdoor learning environment
119	Curriculum I (DAP Literacy)	3	DAP Storytime lab
140	Positive Social Development	3	Identify topics/questions for future study and research answers relative to each chapter. Include questions & answers in a written paper.
170/115	Practicum or Reflective Teaching	3	Reflections on teaching and relationships with young children
210	Child Guidance	3	3 reflections on specific guidance situations
213	Curriculum II (Thinking/Reasoning/Discovery)	3	Unit of study

