

Course: **CDEC 2166-271 ~ Practicum: Child Care Provider/Assistant**
 Semester: Fall 2024
 Instructor: Shannon Magri
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GENERAL COURSE INFORMATION

Course Description

This course provides practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student. Prerequisite: Concurrent enrollment in **TECA 1354 Child Growth and Development**.

Learning Outcomes

Students will:	NAEYC Standards
Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.	*See attached NAEYC Associate Standards* Standards 1-6

Course Objectives

1. Discuss and apply ethics and confidentiality in the practicum setting. (F17)
2. Demonstrate the ability to implement developmentally appropriate activities for young children. (C1, 13, F2, 11, 12)
3. Use creative thinking in the development of a variety of activities. (F7)
4. Interact positively with children and adults in practicum settings. (C9, C11, C14, F5, F6,F15)
5. Demonstrate the ability to work as part of a team within the practicum setting. (C9, C13, C14, C15)
6. Assess current skill levels for working effectively with children, and set goals to improve areas of weakness. (F13,16)
7. Exhibit responsibility and professionalism through promptness and regular attendance. (C11, F13)
8. Build self-confidence and positive self-esteem with increased experience in practicum setting. (F14)
9. Work within established schedules in the early childhood classroom to implement activities in a timely manner. (C1)
10. Acquire feedback from supervising teachers, and combine information with self-evaluation to improve overall performance. (C5, F8, F9, F16)
11. Choose from materials/equipment in practicum setting to facilitate activities. (C3, C18, C19)
12. Select, plan, implement, and evaluate developmentally appropriate learning experiences for children. (C1, C2, C4, C5, C6, C7, C8, C10, F6, F7, F10, F13)

Evaluation Measures

- Regular practicum attendance – total of 112 hours
- Observations by practicum supervisor
- Practicum Visit Reflection Journal Entry
- Supervisor evaluation
- Self-Evaluation

SCANS and Foundation Skills - See Objectives. SCANS and Foundation Skills attached.

Verification of Workplace Competencies- CAPSTONE EXPERIENCE

Students will document 112 contact hours working with young children and complete required evaluations. Copies of observations and evaluations will be added to professional portfolio during capstone course CDEC 1292.

SPECIFIC COURSE REQUIREMENTS

Textbook and Materials

Students will use textbook and materials from CDEC 1354 Child Growth and Development as resources.

Attendance Policy

- Students are expected to set and maintain a regular schedule at the practicum site.
- It is the student’s responsibility to make arrangements for the practicum site, given instructor guidance.
- **Each session will be documented daily in the practicum folder, with site supervisor’s full signature.**
- When an absence is necessary, the student must notify personnel at the practicum site. All absences should be made up as soon as possible in order to meet the hourly requirement of the course.
- Students will be notified of the dates of (2) observations by the practicum supervisor. It is the student’s responsibility to be present for each scheduled observation. Absence will result in loss of credit.
- Students who find that they cannot successfully complete the course/practicum experience should withdraw from the course to protect overall GPA. Last drop date for the semester is **December 2, 2024.**

NOTE: Students who are unable or unwilling to participate fully in the practicum experience may be administratively dropped from this course.

Communication Policy

- ➔ Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College email system. Instructor will not initiate communication using private email accounts. Students are encouraged to **check SPC email on a regular basis.**

Student Conduct

All students are expected to abide by the standards of student conduct as defined in SPC Student Guide.

<http://catalog.southplainscollege.edu/mime/media/view/62/2306/24-25%20Student%20Guide.pdf>

Grading Policy Grades will be assigned using the following criteria:

Attendance – Practicum Hours	600 points	900-1000 pts.	90 - 100%	A	A grade of C or above is required for course to be applied to a degree or certificate in Child Development.
Observations & Reflections(2)	300 points	800-899 pts.	80 – 89%	B	
Evaluation from Site	50 points	750-799 pts.	75 – 79%	C	
Self-Evaluation	50 points	700-749 pts.	70 – 74%	D	
	1000 points	0-699 pts.	69% & below	F	

SYLLABUS STATEMENTS

For current syllabus statements, please refer to: <https://www.southplainscollege.edu/syllabusstatements/>

SCANS COMPETENCIES

RESOURCES

C-1 TIME – Selects goals-relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 MONEY – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 MATERIALS AND FACILITIES – Acquires, stores allocates, and uses materials or space efficiently.

C-4 HUMAN RESOURCES – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL – Works with Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers – works to satisfy customer’s expectations.

C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity – works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works with a Variety of Technologies

C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task – understand overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATIONS SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind’s Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

Standard 1: Child Development and Learning in Context

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

Standard 2. Family-Teacher Partnerships and Community Connections

2a: Know about, understand and value the diversity of families.

2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators’ work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children’s learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.



- I have reviewed the syllabus for this course and understand the requirements as described.

- I am familiar with the South Plains College **Student Guide** and agree to follow the code of conduct as given in the guide.

Signature _____ Date _____

There will be a section in Blackboard where you will acknowledge the above statements.