

Course discipline/number/title: ECCE 2810: Practicum I

A. CATALOG DESCRIPTION

1. Credits: 3
2. Hours/Week: 150 hours over the course of the semester
3. Prerequisites (Course discipline/number): ENGL 1117, ECCE 1232, ECCE 1235, and ECCE 1320
4. Other requirements: Must complete in a four-star setting under the supervision of a licensed teacher and satisfactorily pass background study.
5. MnTC Goals (if any): NA

B. COURSE DESCRIPTION: This course fosters the student's development as a teacher through a 150-hour capstone experience working alongside a skilled teacher in a high-quality early childhood program. Students will demonstrate professional knowledge, dispositions, and practice as they apply the concepts and teaching strategies gained in previous coursework. In addition, students meet regularly to review, reflect and document learning in order to strengthen their teaching practice. The course culminates with a student showcase. Must complete in a four-star setting under the supervision of a licensed teacher and satisfactorily pass a background study.

C. DATE LAST REVISED (Month, year): February, 2019

D. OUTLINE OF MAJOR CONTENT AREAS:

1. The Reflective Early Childhood Teacher
2. Relationship-based teaching
3. Teaching through conversation
4. Teaching Inquiry-based learning
5. Emergent curriculum
6. Documentation
7. Professionalism
8. Personal and Professional Responsibility

E. LEARNING OUTCOMES (GENERAL): The student will be able to:

1. Establish and maintain positive, reciprocal relationships with children and colleagues.
2. Demonstrate professional responsibility, confidentiality, ethical behavior, and professional growth.
3. Demonstrate professional, respectful communication and interactions with families, colleagues, and the community.
4. Collaborate with other professionals to promote children's development and learning.
5. Demonstrate respect for children, families, colleagues, and all forms of diversity within the practicum site.
6. Use strategies to observe and assess children's emerging level of physical, cognitive, language, social emotional, and creative development.
7. Use teaching strategies that encourage positive interaction, exploration, engagement, questioning, critical thinking, problem solving, self-expression, self-motivation, confidence, and persistence.
8. Plan, prepare, and implement meaningful, developmentally appropriate learning experiences aligned with state learning standards for individuals, small groups, and large groups that emerge from the interest, experiences, and abilities of the children.
9. Adapt learning experiences to children's interests, life experiences, abilities, and needs.
10. Engage in collaborative reflection, documentation, and evaluation.

F. LEARNING OUTCOMES (MNTC): NA

G. METHODS FOR EVALUATION OF STUDENT LEARNING: Methods may include but are not limited to:

1. Course Participation
2. External Evaluation
3. Self-Evaluation
4. NOCTI Exam
5. Showcase Presentation



COMMON COURSE OUTLINE

- H. RCTC CORE OUTCOME(S). This course contributes to meeting the following RCTC Core Outcome(s):
Personal and Professional Accountability. Students will take responsibility as active learners for achieving their educational and personal goals.

- I. SPECIAL INFORMATION (if any): None