

# Practicum Handbook

## Early Childhood Education



### Mission

Northeast Community College is dedicated to the success of students and the region it serves.

### Vision Statement

Empower every person in our region to achieve their academic and workforce development goals.

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# **Early Childhood Program Practicum**

Practicum courses are an important requirement of the Early Childhood Education program. Practicum provides students with experiences working with children and adults within a supervised framework in the early childhood field. Practicum courses are arranged in a series, to provide students with broad experiences in working with infants, toddlers, preschool, and school-age children.

## **Early Childhood Education Requirements for Placement in Practicum**

To be eligible for the practicum, students must have completed (or, in some cases, be taking concurrently) all pre-requisite coursework and earn a grade of “C” or better. Students cannot register for practicum without the required course grades or faculty approval. Northeast Community College conducts criminal background checks on students as required for childcare licensing by the Nebraska Department of Health and Human Services.

## **Role of Practicum Instructor**

The practicum instructor will monitor each practicum student in a manner that will foster growth for the student. The practicum instructor will:

- Assist the student in formulating appropriate goals to function as a teacher in an early childhood program.
- Try to place students in programs that meet the goals of the students.
- Provide a minimum of two consultations with the practicum site throughout the term. (The community college practicum instructor may delegate supervisory responsibilities to a qualified local representative for students conducting practicums at distant sites.)
- Observe (either directly, through videotape, or other electronic methods) students’ delivery of practicum assignments or delivery of early childhood activities/experiences.
- Work directly with practicum sites if problems arise.
- If problems arise and appropriate, the practicum instructor will try to visit with the on-site supervisor about the situation. Potential action for students may include warnings or removal from the practicum site depending on the circumstances.

## **Process for Selecting Practicum Sites**

A variety of factors may be examined when faculty review a site for approval as a practicum site. Key criteria that faculty may look at include:

- The degree to which the program is developmentally appropriate for young children.
- The qualifications of the site supervisor and other program staff.
- The diversity of the students and staff in the program. Diversity may include economic, racial/ethnic, typical and atypical development of children, various age groups, etc.
- The extent to which the program demonstrates indicators of quality early childhood services.

Placement of students at practicum sites will be a collaborative experience between the student and the practicum instructor. In the event the practicum sites are limited the decision of the practicum placement may need to be made by the practicum instructor. Once a student is given a placement it is up to the student to introduce him/herself to the director of the program and agree upon specific procedures to be followed and times to be worked.

Students are encouraged to do at least one practicum at a site other than their current place of employment to gain additional experiences.

## **Northeast Community College Contact Information**

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## **Practicum Students Do This Now**

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Go to your My Northeast account.

You have an email from the Center for Excellence in Teaching and Learning.

It is vital you complete the information required listing the location of your practicum.

Complete instructions along with a help email address and phone number is listed.

# Site Supervisor

## To the Practicum Site Supervisor

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Thank you for accepting students from Northeast Community College's Early Childhood Education Program. The practicum may be the first experience for many of our students in working with a particular age of children. The hands-on participation in your program will give them the valuable opportunity to apply what they are learning in class.

The goal of the Practicum is for the students to gather knowledge and insight about the role and duties of the site supervisor in your particular setting. We hope that students will be "participant observers," meaning the opportunity to observe and participate in the various aspects of your work, with a primary focus on interacting with children and their families.

This manual provides some of the critical information you will need in order to provide a rewarding practicum experience for our students.

In order to clarify the positions of the site supervisor, the students, and the Northeast Community College practicum instructor, we propose the following guidelines for working with the students.

1. Students are expected to be punctual and regular in attendance. If they are ill or going to be late, a call must be made to the site before the practicum time begins. The students must also notify the community college practicum instructor of any absence. They are to sign in and out on the attendance sheet each day. We would appreciate it if the attendance sheets could be kept in your room in a folder provided by the students.
2. Your site should have on file a signed, current Practicum Agreement outlining the responsibilities of the Early Childhood Education Program, the student's responsibilities and your program responsibilities.
3. The students should be encouraged to move quickly into your routine, actively participating and interacting with the children. It is our belief that the student learns better by doing, and the more they are allowed to work in the "real setting," the more valuable their experience will be.
4. **Students must have paid staff present at all times. Students are not allowed to drive or administer medications. Students should not be counted as part of staff to child ratio for licensing requirements.**
5. During a student's time with you, you will be asked to complete a written evaluation form(s). The evaluation form will need to be sent to the practicum instructor. It is very important that you provide honest and constructive feedback on the student's performance at your site. The Early Childhood Education program at Northeast Community College wants to ensure that students who graduate from our program can and will provide quality care and education for children.
6. Practicum sites are asked to assist students with various curriculum activities throughout their time at your program.

7. Please acquaint students with the posted written daily schedule. Discuss or make available the plan of activities and centers for the day.
8. The practicum instructor will consult with the students at various intervals during the term.
9. Northeast Community College has an established evaluation method for students in practicum. Examples of the evaluation materials are included at the end of this handbook and will be provided in an electronic format. Please do not hesitate to discuss any questions you may have in evaluating students who have been placed in practicum.

Other specific materials will accompany this handbook.

Thank you for your cooperation in allowing our students this practicum experience. We are most appreciative to have this learning opportunity for them. If you should have any questions or concerns about these guidelines, a student, or any other matter, please do not hesitate to call. Since the practicum experience must be mutually satisfying for both students and site supervisors, please know that we are at your service to assist in any way that we can.

## **Role of the Practicum Site Supervisor**

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Practicum site supervisors play a variety of important roles in the learning and development of community college students. Some of the roles include:

- Model delivery of high quality, developmentally appropriate early childhood services.
- Help students feel a part of your program. Encourage them to supervise different parts of the room so they can see the materials and observe how children function using a variety of materials.
- Help students learn more about curriculum planning.
- Allow students to do their required assignments in the classroom.
- Evaluate the student using the materials provided by the community college.
- Validate student attendance.

## **Utilization of Students at Practicum Sites**

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Practicum students are to serve as support help to the employed staff at the site. **Practicum students are not to be responsible for groups of children unless the paid staff is in the room.**

The site is encouraged to allow the student to be responsible for groups of children for short periods of time under the supervision of the teacher. When a student is placed at a practicum site the requirements for that student will be presented at the beginning of their practicum placement.

An on-site supervisor will need to sign off to ensure practicum requirements have been completed. The on-site supervisor will also help evaluate the students at the end of the semester. Practicum students develop their skills with the help of leaders/teachers who are skilled and confident in evaluating and demonstrating proficiency to students. The supervisor needs to realize that with guidance all students can improve their skills.

## Suggestions for Site Supervisors

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1. Welcome the student and show the student where to place their personal items.

- Greet the student.
- It is helpful if pictures of the staff are posted with names.
- It is beneficial to see the children's names posted with correct spelling to facilitate spelling the children's names correctly and learning names.
- Show the student where to find items such as extra art supplies and sanitation materials.
- Be patient. It will take at least a week or two for the student to feel comfortable.
- Each practicum student is unique. Take time to get to know your practicum students. Find out about their personal interests and goals, why they have selected early childhood education as a career path, and find out what activities they would like to be involved with in the early childhood classroom.

**Hint:** *Students really feel a part of the program when teachers incorporate the student into the plans.*

2. Briefly discuss your plans for the day with the student or have plans readily available with suggestions as to where the student might help.

- Students generally want to be helpful but may not know what you want them to do.
- Initially, ask the student if they feel comfortable doing such tasks as helping with brushing teeth, supervising a table at snack time or doing small group time. Later these are responsibilities that students should perform.

3. Let the student know about future directions the curriculum may take to help students plan appropriate activities

- All practicum students are required to plan and implement activities and group experiences. If students lack ideas give them a couple of suggestions and direct them to possible resources.
- Student will do their required practicum activities with individual children, small groups, and large groups.

**Hint:** *Students may be shy about asking you when they can do their experiences. Sometimes others are overly bold because they "want the grade." Please assist them in selecting the appropriate activity and timeframe.*

4. When appropriate, praise the student.

- Students need some feedback from you. They want to know if they are doing what is expected. This is also a good time to give specific suggestions.
- Students are going to make some mistakes and not know how to handle every situation. Let the student try and then step in if the student or children seem too frustrated.
- These students want to be teachers of young children and need some help reaching their goals.

5. When problems arise contact the practicum supervisor immediately. Below are situations when it is appropriate to contact the practicum supervisor.
- Attendance has become irregular.
  - Personal appearance is unsatisfactory for the standards of the program.
  - Student does not seem to enjoy the experience and lacks motivation.
  - Mistreatment of a child verbally or physically.
  - Inappropriate language around the children.
  - Student disclosing too much about themselves.
  - Student asking irrelevant questions and seeking confidential information.
  - Student invades personal space of teacher or program such as being in rooms not assigned to the student.
  - Problems coordinating experiences or inappropriate materials.
  - Conflict of personality.



# **Practicum Students**

## **To the Practicum Student**

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We are pleased to have you participate as a practicum student in the Early Childhood Education program. Practicum is designed to maximize achievements of desired outcomes for students, employers and the community college.

Students must complete a pre-practicum course as part of the Early Childhood Education program prior to practicum placement. The pre-practicum course covers the learning objectives, competencies, practicum placement process, forms used as part of the practicum, the evaluation procedures for establishing a grade in your practicum, and the background check. Following the course, each student will complete diverse practicum experiences prior to completion of their degree.

If you have any questions or concerns about your placement, you should address those to your practicum instructor. Please note, it is your responsibility to ensure that your forms are completed and have proper signatures.

We look forward to working with you through your practicum experiences and hope that you have an outstanding experience during your practicum.

## **Responsibilities of Practicum Students**

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- Students are to have an initial interview with the site director in which the students find out policies and procedures and receives an orientation to the program. Exact hours will be arranged and assignments to classroom or classrooms will be made.
- Students are to call the practicum site about absences and to also leave a message for the practicum instructor at the college, and if no one answers the phone, the student is to leave a voice mail message for the practicum instructor.
- Students are to complete assignments in a timely manner.
- Students are to follow professional codes of conduct.
- Students will keep the practicum site supervisor informed of planned experiences.

## **Role of the Practicum Student**

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- Function as assistant teachers/care givers—supporting the learning and development of children. (Note: Students are to be in the classroom only when paid staff is present.)
- Perform tasks as assigned by the supervising teachers.
- Implement experiences with children.
- Learn about curriculum appropriate for young children.
- Adhere to policies and procedures at the practicum site.

## Overall Goals for Practicum Students

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- Demonstrate how to be a professional early childhood teacher/caregiver.
- Apply supervisory skills with children in a manner that ensures the children's safety.
- Demonstrate how to facilitate the teacher's lesson plans.
- Use skills that are positive and developmentally appropriate with young children.
- Plan and implement developmentally appropriate experiences for young children.
- Plan and implement developmentally appropriate activities for young children.
- Observe and assess young children in order to design curriculum that will advance their development and learning.
- Be aware of the impact environments and adults' behaviors have on children's behavior.

*Make it apparent you enjoy working with children by your ENTHUSIASM, facial expression and body language!*

## Professional Ethics and Expectations

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Students represent the Early Childhood Education program at Northeast Community College when they are at practicum sites. Students are expected to exhibit behavioral appropriateness such as:

1. Observe professional discretion and confidentiality with families, staff and site.
2. Follow standards, expectations and chain of command at site and/or school.
3. Maintain dependability in attendance and punctuality.
4. Maintain employment practices, such as calling when sick.
5. Do not take pictures or videos at the practicum site unless you've been granted permission to do so, and only for specified educational purposes.
6. Deal with conflict in a professional manner.
7. Be responsible for arranging own emergency transportation and childcare.
8. Keep all personal problems private during the day.
9. Practice good health, hygiene and safety standards.
10. Expect to do routine care and tasks; this is part of early childhood teaching.
11. Use appropriate language and grammar.
12. When in doubt about the value of a decision, put the child's welfare first.
13. Get to know the children and their names as soon as possible. Learn the correct spelling.
14. Gain confidence in your ability to guide the children.
15. When you need help, ask for it and don't worry over mistakes.
16. Always know how many children are in your group or class and constantly be aware of where they are and what they are involved in.
17. Take action in unsafe situations immediately, be alert to the entire room.
18. Take part physically and verbally.
19. When speaking or interacting with children, get down on their level. Look children in the eye when speaking to them. Do not shout or speak to them from across the room.
20. Explain to the child what to do, rather than what not to do.
21. Displaying teacher designed models, having teachers' drawings or paintings inhibit children's creativity. Please allow and encourage their individual creativity.

22. Remember the most difficult child needs love and guidance the most. Children want what we want—love, approval, recognition and success.
23. Recognize stress and deal with it as effectively as possible.
24. A sense of humor and a smile are important teacher tools.

### **Social Media Etiquette**

- Future Employers will check your social media posts before you get an interview.
- Personal social media posts have kept people from getting a job they have applied for.
- Posting or sharing of content deemed to be inappropriate may include sexually explicit or violent images, sharing of drug or alcohol use or profanity.
- Once you post something, it is there forever.
- Think before posting on your personal social media site.
- Always think of your professional job and the opportunities you want to pursue in your future.
- Social media audience, think before you post.
- Digital citizens, think before you post and click.

### **Cell Phone Etiquette**

Your future career requires you to put away your cell phone and concentrate totally on the children in your care.

Follow through with NO CELL PHONES in the child care center.

### **Warning**

Students will be given an official “warning” if they are found in violation of any of the professional ethics and expectations above. A written report will be prepared and made a part of the student’s file. The student will be notified of the “warning” and given a copy of the report. If more than one warning is given to the student refer to the section on Termination from Practicum Experience.

### **Removal from Practicum Site**

Students who are asked to leave a practicum site by a site supervisor will be given a “warning.” The student will be withdrawn from the practicum site for a minimum of one week. A department meeting will be held to determine if the student will be allowed to be placed at another site. The student also might be given an “incomplete” and allowed to complete the course the following term. Faculty will communicate clearly with students if any such action is taken. A Practicum Warning Form will be completed, reviewed, and signed by both the student and the practicum instructor.

### **Termination from Practicum Experience**

Students will be terminated from practicum experiences under the following conditions:

- Receiving a second warning
- Violation of practicum site or degree program policies that would result in termination from that job site and a department decision not to reassign a student to a new site.

- False documentation of attendance.

Students terminated from a practicum experience will be allowed to take early childhood education courses other than the practicum courses, ECED 1610, 1620, 1630, and 1640. After a wait of one year a student may apply for readmission to participate in practicum experiences and the Early Childhood Education faculty will make the decision.

## **Dress Requirements/Recommendations for Practicum Students**

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As a student in Early Childhood Education, you will want to present a positive image for the college and for yourself by being in professional dress that is appropriate for your assignment, position and the season. Check with the person in charge at your site as to their standards of dress and staff requirements. Students are expected to comply with dress codes of Northeast Community College and of the practicum site. Keep in mind that any one of these sites could be a future place of employment. A name tag may be required by the practicum site.

The following are unacceptable at any site:

- Bare mid-drifts
- Sweat or wind pants
- Short dresses or short shorts
- Casual sweatshirts or t-shirts
- Smell of smoke
- Low necklines or low-rise pants
- Hats or baseball caps (while indoors)
- Chewing gum or smoking at or near site
- Cell phones, personal calls, or text messaging during practicum hours
- Inappropriate slogans or advertisements
- Any visible body art or piercing except earrings

## **Sanitation Guidelines**

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In order to contain the spread of germs and disease, regular hand washing is needed. Students should wash their hands with soap and water for at least 20 seconds at the following times:

- On arrival/departure
- Before handling food
- Before/after eating
- After each bathroom use-yours or child's
- After wiping any nose-yours or child's
- After assisting with any open injury
- After handling animals

## **Getting the Most Out of Your Practicum Experiences**

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*(Adapted from "Student Teaching: Early Childhood Practicum Guide")*

1. Examine your attitude and decide you are going to expend every effort to learn new skills. Risk trying new ways and making mistakes. Communicate your desire to be given added and more challenging responsibilities. Welcome and encourage feedback from those supervising you.
2. When in doubt ask questions. Select the time and place most convenient for your site supervisor or practicum instructor or write questions down for them if conferencing is immediately impossible. Be willing to come early or stay late.
3. Being professional involves a timely arrival and telephone calls when you need to be late or absent. Inform your practicum instructor of field trips, testing, or special events when his or her observation of your work would not be possible. Your dress, personal appearance and manner represent your professional image.
4. Make decisions using your best judgment. Seek clarification if you are uncertain of rules or expectations.
5. Realize the cooperating teacher's first priority is the needs, safety and welfare of children. You are an added responsibility. Be aware there are times when the cooperating teacher cannot focus on your concerns.

6. See what needs to be done and do it without waiting for directions. Observe and study the children, program, and environment. Familiarize yourself with all aspects of the situation. Know where equipment and materials are stored. Be alert to daily schedules and routines.
7. See yourself as a needed assistant being increasingly responsible and alert to where you are most necessary.
8. Be friendly, learn names, and fit into classroom life quickly by being helpful and sensitive to school staff members.
9. Watch teacher skills, techniques, and behaviors with children and parents. Try to identify the goals of instruction behind works and actions.
10. Avoid the socializing with other adults during work periods and instead be a watchful observant and ready to learn from children and classroom situations. Scan the area, develop “eyes in the back of your head.” When sitting, choose positions that allow the best classroom views.
11. Remain nonjudgmental when site politics are present. Try to inwardly evaluate staff conflicts. Discuss with your practicum instructor your position as a “fence sitter” who avoids taking sides if a difficult situation or power struggles between adults arise.
12. When viewing new techniques or methods, remain open-minded and reflective. If ethics are involved, ask for a practicum instructor consultation quickly.
13. Receive input from site supervisors with the belief that both compliments and suggestions for growth will enable you to become a more skilled and valuable early childhood educator.

# Types of Practicum Experiences

Northeast Community College's Early Childhood Education Program requires a minimum of four practicum experiences for all students in the Associate of Applied Science Degree program. Students in the Associate of Arts Degree program may also elect to complete one or more practicum experiences. Each of the four practicums in Infant, Toddler, Preschool, and School Age require 45 clock hours of experience where students will demonstrate the following competencies.

## Infant Practicum

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This course is designed to provide an understanding of the developmental stages of children from birth through 18 months-of-age by participating in hands-on learning experiences in selected early childhood 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 infants are 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 ECED majors.

Prerequisite Courses: ECED 1220 Pre-Practicum and ECED 1110 Infant and Toddler Development (Both courses require a grade of C or higher.)

1. Describe how to be a reliable early childhood caregiver and educator.
2. Explore the developmental stages of children from birth-18 months of age.
3. Examine the necessary components of a developmentally appropriate infant environment including considerations for adaptations for children with special needs.
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 with children birth-18 months of age.
7. Explore early childhood supervisory skills in a manner that ensures the children's health, safety and overall well-being.
8. Help develop and implement appropriate curriculum plans for children birth through 18 months of age including considerations for adaptations for children with special needs.
9. Examine policies, regulations and routines of the early childhood setting and/or the supervising college program.
10. Examine the application of professional ethics and integrity.
11. Develop appropriate communication skills with peers, staff, parents, and children.
12. Develop an appreciation of the individual likenesses and differences among children, families and colleagues.

### *Student Learning Outcomes: Students will be able to*

1. Demonstrate through attendance, timeliness and professionalism that he/she shows commitment to the profession/program.
2. Identify the developmental stages of children through informal observations and interactions with children from birth to 18 months of age.
3. Analyze the infant/toddler environment in relation to the Infant Toddler Environment Rating Scale (ITERS-R) criteria.
4. Journal and reflect on guidance/interaction techniques used at the cooperating site.

5. Complete child observations, using a variety of techniques appropriate for children from birth-18 months.
6. Analyze the results of various observation techniques used with children from birth-18 months.
7. Assist the cooperating teacher/caregiver in managing the early childhood environment to promote health, safety, and emotional well-being of each child.
8. Plan, carry out, and implement developmentally appropriate curriculum plans established by the cooperating teacher.
9. Follow policies, regulations and routines in the early childhood setting and of the supervising college.
10. Reflect on professional behaviors, attitudes, and ethics involved in working with young children, their parents, and other staff members.
11. Demonstrate ability to cooperatively communicate with peers, staff, parents, and children.
12. Journal and reflect on the importance of valuing and respecting each person as an individual.

## **Toddler Practicum**

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This course is designed to provide an understanding of the developmental stages of children 18 months through 36 months-of-age by participating in hands-on learning experiences in selected childcare 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 toddlers are also 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 ECED majors.

Prerequisite Courses: ECED 1220 Pre-Practicum and ECED 1110 Infant and Toddler Development (Both courses require a grade of C or higher.)

### ***Course Objectives: Course will***

1. Describe how to be a reliable early childhood caregiver and educator.
2. Explore the developmental stages of children from 18 months-36 months of age.
3. Examine the necessary components of a developmentally appropriate toddler environment including considerations for adaptations for children with special needs.
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 with children 18 months-36 months of age.
7. Apply early childhood supervisory skills in a manner that ensure the children’s health, safety and overall well-being.
8. Help develop and implement appropriate curriculum plans for children 18 months-36 months of age including considerations for adaptations for children with special needs.
9. Examine the ability to follow policies, regulations and routines of the early childhood setting and/or the supervising college program.
10. Examine the ability to practice professional ethics and integrity.
11. Develop appropriate communication skills with peers, staff, parents, and children.
12. Develop an appreciation of the individual likenesses and differences among children, families and colleagues.



### ***Student Learning Outcomes: Students will be able to***

1. Demonstrate through attendance, timeliness and professionalism that he/she shows commitment to the profession/program.
2. Identify the developmental stages of children through informal observations and interactions with children from 18 months to 36 months of age.
3. Analyze the infant/toddler environment in relation to the Infant Toddler Environment Rating Scale (ITERS-R) criteria.
4. Journal and reflect on guidance/interaction techniques used at the cooperating site.
5. Complete child observations, using a variety of techniques appropriate for children from 18 months-36 months.
6. Analyze the results of various observation techniques used with children from 18 months-36 months.
7. Assist cooperating teacher/caregiver in managing the early childhood environment to promote health, safety, and emotional well-being of each child.
8. Carry out and implement curriculum plans established by the cooperating teacher.
9. Follows policies, regulations and routines in the early childhood setting and of the supervising college.
10. Reflect on professional behaviors, attitudes, and ethics involved in working with young children, their parents, and other staff members.
11. Demonstrate ability to cooperatively communicate with peers, staff, parents, and children.
12. Journal and reflect on the importance of valuing and respecting each person as an individual.

### **Preschool Practicum**

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This course is designed to provide an understanding of the developmental stages of children from three to five 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 children from 3-5 years of age are also 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.

Prerequisite Courses: ECED 1220 Pre-Practicum and ECED 1120 Preschool Child Development (Both courses require a grade of C or higher.)

#### ***Course Objectives: Course will***

1. Describe how to be a reliable early childhood caregiver and educator.
2. Explore the developmental stages of children from three to five years of age.
3. Examine the necessary components of a developmentally appropriate preschool 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 three to five years of age.
7. Explore early childhood supervisory skills in a manner that ensures the children’s health, safety, and overall well-being.
8. Develop and implement appropriate curriculum plans for children from three to five years of age including considerations for adaptations for children with special needs.

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

***Student Learning Outcomes: Students will be able to***

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 children from three to five years of age.
3. Analyze the preschool 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 children from three to five years of age.
6. Analyze the results of various observation techniques, used with children from three to five years of age.
7. Assist the cooperating teacher/caregiver in managing the early childhood environment to promote health, safety, and emotional well-being of each child.
8. Plan and implement developmentally appropriate learning experiences for young children from three to five years of age.
9. Follow policies, regulations and routines in the early childhood setting and of the supervising college.
10. Reflect on professional behaviors, attitudes, and ethics involved in working with young children, their parents, and other staff members.
11. Demonstrate ability to communicate with peers, staff, parents, and children.
12. Journal and reflect on the importance of valuing and respecting each person as an individual.

## **School Age Practicum**

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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.

Prerequisite Courses: ECED 1220 Pre-Practicum and ECED 1230 School Age Child Development and Programming (Both courses require a grade of C or higher.)

***Course Objectives: 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. Utilize 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. Explore 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.

***Student Learning Outcomes: Students will be able to***

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. 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 observation 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. Plan and implement 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, their parents, and other staff members.
12. Demonstrate ability to communicate with children, families and colleagues.
13. Reflect on the importance of valuing and respecting each person as an individual.

# Examples of Forms

# Early Childhood Practicum Evaluation #1 by Cooperating Director/Teacher

Student Name \_\_\_\_\_ Evaluation Due Date \_\_\_\_\_

Site \_\_\_\_\_ Coop. Dir./Teacher \_\_\_\_\_

Please check the statements which best describe your student.

## 1. Appearance on the job

- \_\_\_\_\_ sloppy, inappropriately dressed and or unsatisfactory grooming
- \_\_\_\_\_ satisfactory dress and grooming most of the time
- \_\_\_\_\_ always well-groomed and dressed for this type of work

Comments: \_\_\_\_\_

## 2. Cooperation with director/teacher and staff

- \_\_\_\_\_ working seems to be a chore, lacks motivation
- \_\_\_\_\_ does assigned duties only
- \_\_\_\_\_ works cooperatively with director/teacher and staff
- \_\_\_\_\_ cooperative as well as displays a helpful attitude
- \_\_\_\_\_ willing to do extra assignments with a good attitude

Comments: \_\_\_\_\_

## 3. Acceptance of supervision

- \_\_\_\_\_ resents being told what to do
- \_\_\_\_\_ resents criticism
- \_\_\_\_\_ is able to take criticism
- \_\_\_\_\_ welcomes suggestions as a means of improving
- \_\_\_\_\_ acts on your suggestions
- \_\_\_\_\_ attempts to correct mistakes
- \_\_\_\_\_ follows directions well

Comments: \_\_\_\_\_

## 4. Dependability

- \_\_\_\_\_ tardy
- \_\_\_\_\_ punctual and rarely absent
- \_\_\_\_\_ slow to begin work
- \_\_\_\_\_ finishes work set out to do
- \_\_\_\_\_ does not complete job or work assigned
- \_\_\_\_\_ often absent

Comments: \_\_\_\_\_

**5. Work with children**

- \_\_\_\_\_ liked by most of the children
- \_\_\_\_\_ relates well to the children
- \_\_\_\_\_ seems suitable for this type of job
- \_\_\_\_\_ able to take control if left in charge
- \_\_\_\_\_ able to assist in activities
- \_\_\_\_\_ able to direct or lead the children in activities

**Comments:** \_\_\_\_\_

**6. Attitude while at the site**

- |                 |                                     |
|-----------------|-------------------------------------|
| _____ pleasant  | _____ enjoys work                   |
| _____ cheerful  | _____ enthusiastic                  |
| _____ touchy    | _____ always ready to work          |
| _____ courteous | _____ tense                         |
| _____ bossy     | _____ sensitive to children's needs |

**Comments:** \_\_\_\_\_

**7. Management**

- |   |                                |
|---|--------------------------------|
| _____ careful of supplies and equipment | _____ easily distracted        |
| _____ works slowly- needs help          | _____ asks questions if unsure |

**Comments:** \_\_\_\_\_

**What do you feel are some of this student's strengths?**

**What do you feel are some of this student's weaknesses? What suggestions do you have for improvement?**

## Early Childhood Practicum Evaluation #2 by Cooperating Director/Teacher

Student Name \_\_\_\_\_ Site Director \_\_\_\_\_

Site \_\_\_\_\_ Evaluation Due Date \_\_\_\_\_

**Please rate the student for the semester using the following scale and comment on any rating below a 2.**

- 1 = excellent
- 2 = above average
- 3 = average
- 4 = needs improvement
- 5 = unsatisfactory

\_\_\_\_\_ The student completed assigned work.

Comment:

\_\_\_\_\_ Work completed was accurate and well-organized.

Comment:

\_\_\_\_\_ The student was willing to put in extra time needed to accomplish tasks.

Comment:

\_\_\_\_\_ The student maintained a positive rapport with the children

Comment:

\_\_\_\_\_ The student was able to effectively handle minor discipline problems.

Comment:

\_\_\_\_\_ The student was prompt.

Comment:

\_\_\_\_\_ The student accepted suggestions for improvement.

Comment:

\_\_\_\_\_ The student was dressed and groomed appropriately.

Comment:

\_\_\_\_\_ The student demonstrated acceptable English.

Comment:

**Please answer the following questions:**

Would you recommend this student in the Early Childhood Education field? Why or why not?

Signature \_\_\_\_\_ Date \_\_\_\_\_



# Practicum Self Evaluation

Name \_\_\_\_\_ Date \_\_\_\_\_

Practicum Site \_\_\_\_\_ Director \_\_\_\_\_

Place a check in the column that best describes your behavior:

	Always	Most of the time	Half of the time
1. Punctual			
2. Have initiated activities without suggestion of teacher			
3. Have used positive phrases and words to solve problems			
4. Have accepted suggestions and criticism without feeling resentment			
5. Have felt comfortable in this assignment			
6. Have felt that I applied myself without being easily bored or distracted			
7. Have been able to see individual differences in children and have worked with them accordingly			
8. Took initiative to be able to work on my own without waiting to be told what to do			
9. Have followed directions willingly without resentment because I respect authority			
10. Am friendly and congenial			
11. Have cleaned up after activities without being told to do so			
12. Enjoyed working with this age group of children			
13. Feel that I am reliable			
14. Can accurately carry out instructions			
15. Feel that I have done the best I can, considering my educational background for this experience			

Practicum Course No. \_\_\_\_\_ Date \_\_\_\_\_

1. After spending a few weeks at the site, do you feel you were prepared for this practicum?

What, if anything, do you feel unprepared for?

2. What new skills have you learned from this practicum experience?

3. What skills are you using that you learned before but found useful again in this experience?

4. How are you demonstrating the ability to make responsible decisions and to act on them while you were on site?

What improvements can you make?

5. How comfortable are you with this age of children?

What reservations do you have about working with them?

6. What have you learned from the staff at your site about working with children this age?

7. Tell about a situation that happened at the site where you were a good role model for the children.

# College Instructor Practicum Observation Evaluation Form

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Student's Name \_\_\_\_\_ Date: \_\_\_\_\_

Practicum (Check one)    Preschool     School Age     Infant     Toddler

Practicum Site \_\_\_\_\_

Site Teacher/Supervisor or Director \_\_\_\_\_

College Instructor \_\_\_\_\_

**Rating Scale:**

5	4	3	2	1
<b>Excellent</b>	<b>Above Average</b>	<b>Average or Adequate</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>

**Personal Disposition:** (warm, friendly, supportive, encouraging, pleasant, approachable, recognizes accomplishments appropriately, provides physical closeness when necessary)

5                      4                      3                      2                      1

Comments:

**Planning and Teaching/Care-giving Skills:** (materials/plans ready, flexible, enthusiastic, age appropriate expectations, motivates, follows child needs/interests, meets physical needs of child, understands developmental domains, uses content knowledge to provide care or to teach)

5                      4                      3                      2                      1

Comments:

**Guidance Strategies:** (uses redirection and positive statements, models, provides appropriate supervision, facilitates problems solving, prepares children for transitions, states expectations for behavior)

5                      4                      3                      2                      1

Comments:

**Verbal Interactions:** (listens and responds to children, models good language, expands vocabulary, gives clear directions, uses eye contact, uses a variety of questioning strategies, appropriate volume, adjusts for developmental level)

5                      4                      3                      2                      1

Comments:

**Professionalism:** (good attendance, clear communication, good writing skills, dependable, positive attitude, well-groomed, appropriate attire, asks for input, takes construction suggestions seriously, flexible, takes initiative, reflective, works well with teacher, supervisor and staff)

5

4

3

2

1

Comments:

Observer's Signature \_\_\_\_\_ Date \_\_\_\_\_

# Practicum Hours Log Sheet

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Student Name \_\_\_\_\_ Site: \_\_\_\_\_

Practicum Experience (circle one)    Infant    Toddler    Preschool    School Age

*Log sheet must be returned to College Instructor at the end of the practicum experience.*

Date	Beginning Time	Ending Time	Total Hours this session

Date of Absence: \_\_\_\_\_ Reason: \_\_\_\_\_ Notified: Y or N

Date of Absence: \_\_\_\_\_ Reason: \_\_\_\_\_ Notified: Y or N

Number of Total Hours for this practicum \_\_\_\_\_

Site Supervisor Signature verifying total hours: \_\_\_\_\_ Date: \_\_\_\_\_

# Practicum Warning

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Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Location \_\_\_\_\_ Warning: 1<sup>st</sup> 2<sup>nd</sup>

VIOLATION:

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FOLLOW-UP PLAN:

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STUDENT COMMENTS:

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College instructor's signature \_\_\_\_\_ Date \_\_\_\_\_

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

## Practicum Lesson Planning Form

Name: \_\_\_\_\_

Lesson # \_\_\_\_\_

Highlight Practicum:            Infant            Toddler            Preschool            School Age

Practicum Site: \_\_\_\_\_ Lesson Completion Date \_\_\_\_\_

1. Source of lesson: (Book Title, URL, etc.) \_\_\_\_\_
2. Write out the Early Learning Standard and Developmental Domain (such as Health & Physical Development or (HP.01, 02, etc.):
3. Developmental Category: Indicate by **highlighting** 1 or more categories the lesson covers.

Social & Emotional Development	Approaches to Learning	Health & Physical Development	Language and Literacy Development	Mathematics	Science	Creative Arts
-Self-concept - Self-control -Cooperation & Prosocial behavior -Social Relationships -Knowledge of Families & Communities	-Initiative and Curiosity -Sensory Exploration, Reasoning and Problem Solving	-Fine Motor Skills -Gross Motor Skills -Health & Safety Practices -Nutrition	-Listening and Understanding -Speaking and Communicating -Phonological Awareness -Book Knowledge and Appreciation -Print Awareness and Early Writing	-Number and Operations -Geometry and Spatial Sense -Patterns and Measurements -Data Analysis	-Scientific Knowledge -Scientific Skills and Methods	-Music -Visual Art -Movement -Dramatic Play

4. Description of Lesson: (Write a sentence or two that describes the overall lesson)

Goals/Objectives: (Purpose and developmental goals of the activity. What skills and knowledge will the children gain?) (Example: The child will be able to make sounds related to farm animals.)

1.

2.

(page 1 of 2)

Materials Needed: (List all equipment and supplies are needed for the lesson or activity)

Procedure: (List all steps used to prepare and present the activity or lesson.

Introduction: (How will you gain their attention? What will you say or do?)

Closure: (How the activity will be ended.)

Evaluation of Activity: (How successful was the activity? How do you know you met your goals and objectives?)

If you did this lesson again, what would you do differently?

Ask your site coordinator or staff member to evaluate this activity/lesson and write their comments.

(page 2 of 2)





## Practicum Agreement

This Agreement entered into this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by and between Northeast Community College Area, a political subdivision of the State of Nebraska, with its principal office in Norfolk, Nebraska, hereinafter "College," and \_\_\_\_\_ of \_\_\_\_\_, \_\_\_\_\_, hereinafter "Cooperating Agency."

WHEREAS, College desires to offer a practicum experience to students who are enrolled in the following College programs (select all that apply):

- Criminal Justice
- Early Childhood
- Education
- Human Services
- Social Work

WHEREAS, Cooperating Agency has facilities in which clinical and/or laboratory experience for students might be obtained, and desires to receive the benefits of students of the College who participate in the above program;

NOW THEREFORE, in consideration of the mutual promises and agreements hereinafter contained, it is agreed that:

### COOPERATING AGENCY OBLIGATIONS

1. The Cooperating Agency agrees to provide an orientation of its program and policies to the student(s) and to furnish the College with a written copy of all rules, regulations and policies of the Cooperating Agency applicable to this Agreement. Upon receipt, College agrees that it will make every reasonable effort to assure that all students and faculty of College participating in the program observe all rules, regulations and policies of the Cooperating Agency. In the event the Cooperating Agency does not provide a written copy of its rules, regulations or policies, the College shall not be bound by any such rules, regulations or policies or lack thereof.

2. The Cooperating Agency's professional personnel has the responsibility to work with the College staff and cooperatively evaluate each student's performance during his/her laboratory experience.

3. The Cooperating Agency may recommend to the College the termination of any student participating on the Cooperating Agency's premises. Such recommendation must be accompanied with a written statement naming the student to be dismissed and delineating the reasons for such recommendation. Prior to any action being taken, a conference will be held among the student involved, the Cooperating Agency, and the College staff.

4. The Cooperating Agency agrees to provide supervision, in accordance with licensing regulations, and to have a qualified staff member on the premises during the time the student is present.

5. The Cooperating Agency will provide to College, for its use in conjunction with the above-described program, emergency medical care for College's students in case of illness or accident while upon the premises of the Cooperating Agency. Payment for such emergency medical care will, in each instance, be the responsibility of the student treated, and not that of the Cooperating Agency or the College.

6. The Cooperating Agency agrees to participate in an orientation session provided by the College for employees of the Cooperating Agency, faculty of the College and/or students of the College.

7. The Cooperating Agency may elect to conduct a background check to verify student eligibility for placement. In such event, the Cooperating Agency shall obtain a student release of information and shall provide the College with confirmation or denial of eligibility within two days of receipt.

8. The Cooperating Agency may require students participating in its programs on Cooperating Agency's premises to have such health examinations, current immunizations, and the like per policies of the Cooperating Agency. The Cooperating Agency shall be solely responsible for collecting this information and shall notify the College of the student's compliance.

#### COLLEGE OBLIGATIONS

1. The College agrees to provide classroom instruction for all students participating in the program, and to periodically visit the premises of Cooperating Agency for the purpose of instructing and evaluating students.

2. The College assumes the responsibility for monitoring the number of students and the time schedule for student participation for all services and instruction which will occur upon the premises of the Cooperating Agency. In no event, however, will the College designate such time schedule or number of students without first consulting with the Cooperating Agency in order to correlate the needs of the College with the needs and capacity of the Cooperating Agency.

3. The College, in cooperation with the student and the Cooperating Agency, will assist with the development of the student's schedule on the premises of the Cooperating Agency as might reasonably be required, taking into consideration the needs of the Cooperating Agency and the needs of the students for their educational program.

4. If requested by the Cooperating Agency, the College shall require each student to complete and sign a self-report felony/misdemeanor statement and produce evidence of a criminal background check and a check through the Nebraska Central Registry of Abuse/Neglect, and upon receipt of a signed student release of information, College shall promptly provide confirmation or denial of the student's eligibility to the Cooperating Agency.

5. The College agrees to arrange for and conduct an orientation session for employees of the Cooperating Agency, faculty of the College, and/or students of the College, after consulting with the Cooperating Agency.

6. Each party shall indemnify, defend and hold harmless the other party, including, but not limited to, their elected and appointed representatives, officers, employees, directors and agents (collectively, the "Indemnified Party"), from and against all liability, claims, losses, and damages, arising solely from their acts and omissions in the performance of their duties and obligations under this Agreement. In such an event, the Indemnified Party shall have the option either of providing its own defense or the Indemnified Party may tender the defense to the Indemnifying Party, which shall assume it.

The Term of this Agreement shall be one (1) year from the date hereof and shall be automatically renewed annually thereafter unless either of the parties hereto gives notice of termination. This Agreement may be terminated by either of the parties hereto upon giving 30-days written notice to the other party.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

**NORTHEAST COMMUNITY COLLEGE AREA**

By \_\_\_\_\_  
Program Instructor

By \_\_\_\_\_  
Division Dean

**COOPERATING AGENCY**

By \_\_\_\_\_

Printed Name \_\_\_\_\_

Title \_\_\_\_\_