

## FCHD 2630 Practicum in Early Childhood Education 2016-2017

Instructor: Shirlene Law

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Please feel free to call or email anytime.

### Practicum Schedule

Flexible: Classes are held on Mondays, Tuesdays, Wednesdays and Thursdays from 8 a.m. to 4 p.m. You are required to attend 10 full days of practicum.

We will schedule these to meet your needs; however, once they are scheduled it is very important that you attend the days you are scheduled for.

The objectives of this practicum are as follows:

- **To help students make connections between theory and practice in early childhood settings.**
  - Assignments: Practicum, Journaling, In Class Observation, CONNECT
  - *IDEA Objective #4: Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.*
- **To help students more fully understand the role of development as it relates to children in early childhood settings.**
  - Assignments: Practicum, In Class Observation, Case Study, Journaling
  - *IDEA Objective #3: Learning to apply course materials (to improve thinking, problem solving and decisions)*
- **To familiarize students with activities and practices which are appropriate for young children.**
  - Assignments: Practicum, Preschool Activities, Journal, CONNECT
  - *IDEA Objective #6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)*
- **To help students understand the importance of parent/family interactions in early childhood settings.**
  - Assignments: Home Visit, Developmental Report, CONNECT
  - *IDEA Objective#4: Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.*
- **To increase students' awareness of the importance of teacher/child interactions on a child's development.**
  - Assignments: Practicum, In Class Observations, Journal, CONNECT
  - *IDEA Objective #4: Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.*
- **To help students understand the importance of the preschool classroom environment on a child's development.**
  - Assignments: Practicum, Case Study, In Class Observation, Journaling, CONNECT
  - *IDEA Objective #3: Learning to apply course materials (to improve rational thinking, problem solving and decisions)*
- **To strengthen skills working as a member of an early childhood teaching team.**
  - Assignments: Practicum, Preschool Activities, CONNECT
  - *IDEA Objective #5: Acquiring skills in working with others as a member of a team.*

## FCHD 2630 Practicum in Early Childhood Education

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### Requirements

1. Preschooler Case Study (3 parts)	100 points
2. Preschool Activities (7 at 10 points each)	70 points
3. Overall practicum performance points	45points
4. Practicum attendance (10 points per day)	100 points
5. Practicum journal (10 points per day)	100 points
6. CONNECT (10 at 10 points each)	100 points
<b>Total</b>	<b>505 points</b>

Additional Information on Assignments

**1. Preschooler Case Study**

For this assignment you will choose a preschool child who attends the Child Development Lab. This child will become your "case study student" for the semester. As you complete your practicum experience in the lab, your job will be to get to know this child in a very thorough way. There are three components to how you will do this.

**Part 1: In Class Observation.**

You will complete an observation of this child in the preschool setting. The purpose of this observation is to watch the child and his/her interactions with peers and teachers while at school. Use different events for each observation you describe. Also, make sure that events that you are describing are with the child interacting with someone else...not YOU. Remember you are the observer! Here is an outline of what to look for. You may fill this out throughout the semester and turn it in at the end of your practicum.

Observational Goals	Observational Notes
<b>Guidance/Teacher Interactions: <i>Observe at least one interaction between teacher and child – with the teacher's intent to help the child feel more secure and confident. (objective)</i></b>	
*Describe the situation	
*What was said?	
*What was the outcome?	
*What is your interpretation of this event? (subjective)	
<b>Guidance/Teacher Interactions: <i>Observe at least one situation in which the teacher defined and maintained a limit for the child. (objective)</i></b>	
*Describe the situation.	
*What was the limit? How was it defined?	
*What was the child's response?	
What was the outcome?	
*What is your interpretation of the event? (subjective)	

<p><b>Learning:</b> <i>Observe at least two situations where the child is involved in an open-ended exploratory activity. (objective)</i></p>		
*Describe the situation.	1.	2.
*What was the child doing (child's role)?	1.	2.
*What was the teacher doing (teacher's role).	1.	2.
*What was said?	1.	2.
*Estimate the outcome for the child and for the teacher. What learning did you see taking place? (subjective)	1.	2.
<p><b>Play:</b> <i>Observe the child entering two different play encounters with one or more other children. (objective)</i></p>		
*Describe each situation	1.	2.
*Describe the child's attempts at entering the situation.	1.	2.
*Describe the reactions of the other children.	1.	2.
*Were attempts successful or not?	1.	2.
*What did you learn about these encounters? (subjective)	1.	2.
<p><b>Play:</b> <i>Observe the child in three different types of social play, (onlooker, solitary, parallel, associative, or cooperative.)</i></p>		
*Describe the incident and identify the type of play.	1.	
*Describe the incident and identify the type of play.	2.	
*Describe the incident and identify the type of play.	3.	

Fill out this form as you make your observations and turn it in as Part 1 of your Preschool Case Study.

## Part 2: Outside of Class Observation/Home Visit.

For this portion of the Case Study you will be visiting with the child and parent(s) in their home setting. Hopefully, by making a home visit, you will get to know the child in greater depth, and thus understand him/her better in the preschool setting. Making a home visit will give you a better chance to talk with parent(s) and give you an experience with the child in the context of his/her family.

**To prepare for the Home Visit please do the following:**

1. Ask me for the child's phone number and parent's names
2. Call the family and set up an appointment to visit. Please be very flexible, and let the family set a convenient time for them. Plan to spend about an hour.
3. Be sure to keep the appointment.

**When You Make the Home Visit**

1. Plan on interacting with the parent(s) and the child during your visit.
2. Be flexible...you may find yourself eating with the family, visiting with the entire family, or following the child in play activities.
3. When you first arrive you might help the child feel more comfortable by saying, "Will you show me your toys?" "Do you have a trike?" "Do you have a favorite book?" and etc.
4. This is a time for you to get to know the child and the parent better, not to tell the parents about their child. If asked, respond positively. **You will want to bring the Developmental Report questionnaire and be prepared to ask the parent the questions you choose from it.**
5. Thank the parents for the hospitality extended to you and let them know that you appreciate it!

**Report**

Type a 1 page summary of your visit. Include the following information.

1. Note your impressions of any new information you picked up. Include relationships between child and parent, between siblings, note details of the home environment which gives clues as to how the child is viewed and guided.
2. Note the child's reaction to you. Was he/she shy? Outgoing? Excited to show you around?
3. Record how the home visit helped you better understand the child.  
Your role is NOT to evaluate the child's home or family, but to shed light on the child's role within the context of the family.
4. Discuss whether or not you feel the home visit had an impact on your relationship with the child.

### Part 3: Developmental Report

The final component of your Case Study will be in using the information gathered in Part 1 and Part 2 to create a Developmental Report of this child. Discuss the child's physical, cognitive, social, emotional, and creative development. This discussion **MUST** be supported by **direct observations**. Many of these questions can be asked at the home visit. Interpret these observations and discuss how the child's behavior relates to behavior typical of that particular age group. See the outline that follows.

**Case Study Outline: Please follow this format as your guide as you create your developmental report. Make sure and include specific examples of behavior.**

**You can ask parents at the home visit any of these questions as you choose.**

- A. Give the child's first name and write a brief description.
- B. **PHYSICAL DEVELOPMENT**
  - 1. Characteristics: appearance, height, weight, body proportions, posture.
  - 2. Motor Coordination: large and small motor skills.
  - 3. Health: record of attendance, illnesses, vitality, fatigue.
  - 4. Nutrition and food habits: meals, snacks, mother reports
  - 5. Rest: parent reports at bedtime, evidence of fatigue.
  - 6. Elimination: independence with toilet routine, terminology, attitudes.
  - 7. Physical skills: independence, skill with materials and equipment.
  - 8. Self-concept: how does the child feel about his or her physical appearance and skills?
- C. **COGNITIVE DEVELOPMENT**
  - 1. Evidence of learning, note concepts understood.
  - 2. Language: use, creativity, accuracy.
  - 3. Response to new learning activity, curiosity.
  - 4. Ability to reason and generalize.
  - 5. Choice of activity. (What does he or she like to do best?)
  - 6. Interest in various areas of school (Stories, art, music, etc).
  - 7. Self-concept: how does the child feel about his or her ability to learn?
- D. **SOCIAL DEVELOPMENT**
  - 1. Interaction with children at school.
  - 2. Ability to share and take turns.
  - 3. How do children see this child? How do adults?
  - 4. Self-concept: how does child feel he or she relates to others?
  - 5. Acceptance of gender role?
- E. **EMOTIONAL DEVELOPMENT**
  - 1. Evidence of happiness or unhappiness.
  - 2. Evidence of security or insecurity.
  - 3. Evidence of absence or presence of emotional tension (sucking thumb, twirling hair, licking lips)
  - 4. Evidence of withdrawal or aggressive behavior.
  - 5. Self-concept: does the child see her- or himself as an accepted, happy individual?
- F. **CREATIVE DEVELOPMENT**
  - 1. Evidence of originality or conformity.
  - 2. Confidence in new situations with new materials. (Shaving cream works great for this).
  - 3. Self-concept: does the child show an ability to think of new ideas or new ways to do something?
- G. **FAMILY CONTRIBUTION TO ABOVE DEVELOPMENT**
  - 1. Describe how you feel the family contributes to the development of this child.
  - 2. What suggestions would you make for this child?

**When you submit your Case Study it should include:**

- 1. The **In Class Observation Form** completely filled out.
- 2. A one page summary of your **Home Visit**.

3. A two to three page **Developmental Report**.

## 2. **Preschool Activities**

You will get to create a variety of preschool activities. As you do this, you will be responsible for preparing the plan, preparing the materials and implementing and evaluating the success of your activities. **You will schedule these activities with your head teacher.**

- ✚ Plan a sensory activity for the sensory table
- ✚ Plan an easel activity
- ✚ Plan an art or creative activity for the group
- ✚ Plan a book or singing activity
- ✚ Plan a movement activity
- ✚ Plan a math center activity
- ✚ Plan an alphabet/literacy center activity
- ✚ Plan an activity of your choice that covers: dramatic play, literacy, mathematics, science, writing center, and etc.

These activities should be written up in the following form and turned in to Shirlene prior to implementation. This form is available in Canvas as well.

\*These activities are flexible. You may change and adapt them as desired. What I would like you to focus on is identifying the **needs and interests** of the children, especially the ones you make the home visits with, and tying your activities into early childhood learning standards! I want this to be the best experience it can be for you. I also treasure your creative new ideas.

## Activity Implementation Sheet

Remember to turn this in on Canvas after implementing the activity. *This form is available on Canvas as well.*

Name:

Date of Implementation:

### Step 1: Name of Activity:

#### Objectives of Activity:

What do you hope to accomplish by implementing this activity with the children?

How do you think the children will benefit by participating in the activity?

Why do you think this activity will be appealing for the children?

Which specific children were this activity planned for and why?

### Step 2: Activity Procedures:

List materials needed:

How will you set up the activity?

How will you introduce the activity to the children?

How will children participate in the activity?

### Step 3: Activity Evaluation:

(Fill this out and return it to me on Canvas after your activity)

How did the child or children respond to your activity?

What did you need to do to get their interest?

What children particularly seemed to enjoy this activity and how could you tell?

How could you improve this activity in the future?

### 3. Overall Performance Points

Your Overall Performance Points will be reflective of the professionalism you demonstrate throughout your practicum. The following breakdown will be used to determine these points. This final evaluation will be completed by you and your head teacher together.

Evaluation Criteria	Not Evident	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>Understanding Children</b>				
Accepting as Individuals	0	1	2	3
Understands Basic Principles of Development	0	1	2	3
Understanding Family Background	0	1	2	3
Observes Significant Events to Understand Behavior	0	1	2	3
<b>Guidance</b>				
Uses positive suggestions	0	1	2	3
Uses choices appropriately	0	1	2	3
Explains limits and follows through	0	1	2	3
Supports, redirects and interprets behavior	0	1	2	3
<b>Relationships – staff, children, program</b>				
Staff – cooperative, prepared, prompt, professional, inquisitive, positive	0	3	6	9
Children – individuals, small groups, larger groups, communication, expressing/reflecting feelings	0	2	4	6
Program – familiar, independent, flexible, adapts to child's interests, asks questions	0	2	4	6
<b>Total Points Earned</b>				

Comments by Student:

Comments by Instructor:

#### 4. Practicum Attendance (100 points)

10 sessions at 10 points each (Points will be deducted if you arrive late, leave early, and etc.)

#### 5. Practicum Journal (100 points):

Each day you attend practicum, you will be asked to make specific objective and reflective observations. You will submit your journal entry via Canvas. These observations are meant to help you understand what is going on in preschool and why! Following is a list of the daily observations. These are also posted at the preschool as a reminder of what you are watching for for your journal entry!

##### Daily Observations:

1. Give your overall impressions of the classes and your thoughts on the value of early childhood education.
2. Describe the classroom environment and how it promotes, or detracts from learning. See if you can identify how the class is arranged. Where is the dramatic play, science, reading and writing, manipulatives, large group and etc. Do the children understand each area and what items are there to create interest?
3. Discuss the use of structured time and free choice time throughout the day. How do you feel about the balance of the activities? Does it work for the children's' age and stages?
4. Describe the daily routines that are used and if the children understand them.
5. Observe teacher guidance techniques. Watch for verbal and non-verbal guidance techniques as well as describe how the environment affects guidance. What good things do you see and what suggestions to you have for improvement?
6. Watch and describe the types of play you see, i.e. solitary, parallel, associative, and cooperative. What are the children interested in? How can this be used as a building block for learning?
7. Describe pro social and anti social behaviors that you see. How do children respond? What children need special guidance and helps throughout the day?
8. Describe the language and literacy curriculum that you see happening in the class. What are the children learning and how? Remember to look for the written plans as well as the unwritten plans.
9. Describe the mathematics curriculum that you see happening in the class. What are the children learning and how? Remember to look for the written plans as well as the unwritten plans.
10. Describe what you have gained from this experience and how you can apply 3 principles you learned in this practicum, in teaching any other age of student.

#### 6. CONNECT (100 points)

A primary focus of our program is to build relationships and make connections in the classroom. As you work in the classroom throughout this semester, I would like you to pay close attention to the connections that you make. We will be discussing these together each day and at the end of the semester, it is asked that you submit this form with 10 connections that you made this semester. You may use the following form to take notes. The form will be available on Canvas for you to fill out at the end of the semester.

