**Practicum I**

**Infants and Toddlers**

**2 credits**

**Instructor: Email:**

**Office Phone: Office #:**

**Office Hours: Office hours**

**Course Description**

The focus of practicum I is on the observation of young children (2 months to 35 months) who are typical developing, at risk, or developmentally delayed. Supervised participation in an assigned natural environment for infant/toddlers and on-campus seminars are required. In this course, students will apply knowledge and skills about theories of infant/toddler development and authentic assessment methods to their field work experiences. Students spend a minimum of 200 hours in the field.

**Required Readings:**

Zero to Three (2008)*. Caring for infants and toddlers in groups: Developmentally appropriate practice* (2nd ed.). Washington, DC: Zero to Three. **Due week 2**

Keilty, B. (2010). *The early intervention guidebook for families and professionals: Partnering for success*. New York, NY: Teacher College Press. **Due week 5**

Brown-Grisham, J., Pretti-Frontczak, K., & Hubbell, S. (2011). Recommended practices in identifying children for special services. In J. Grisham-Brown and K. Pretti-Frontczak (Eds.). *Assessing young children for inclusive settings: The blended practices approach*. Baltimore, MD: Paul H. Brookes**. Due Week 9**

**Online Resources:**

* National Association for the Education of Young Children. Teaching Young Children (NAEYC). Developmentally Appropriate Practice and Play Video
  + [www.naeyc.org/tyc/next/video/dap](file:///\\groupr.wou.edu\groupr\tri\Train\Project%20PEPI%202011-2015\Syllabi\PAPI%20MODEL%20SYLLABI\Articulation%20Summit%202014\www.naeyc.org\tyc\next\video\dap)
* Division for Exceptional Children (DEC). Recommended Practices Video
  + <http://www.decrecpractices.org/>
* Division for Exceptional Children and National Association for the Education of Young Children: Joint Position Statement (2009):
  + <http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf>
* Teaching Research Institute: *Preparing Early Childhood Professionals for Inclusion*, Inclusion Curriculum Models for the Environment:
  + <http://teachingresearchinstitute.org/projects/pepi/enhancements>
* Creative Curriculum
  + <http://teachingstrategies.com/curriculum/>
* Highscope
  + <http://highscope.org/Content.asp?ContentId=1>
* NAEYC Position statements on Curriculum, Assessment, and Program Evaluation
  + <https://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf>
* Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation
  + <http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf>
* Early childhood inclusion: A joint position statement
  + <http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf>

**Course Format:**

This class will include readings, hands-on active learning, small and large group discussion, individual reflective journaling, individual writing and presentations.

**Course Outcomes by National and State Standards:**

CEC = Council for Exceptional Children

DEC = Division for Early Childhood

ODE= Oregon Department Education

INTASC = Interstate New Teacher Assessment Consortium

NAEYC = National Association for the Education of Young Children

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| Course Objectives Reflecting Expected Student Learning Outcomes | Upon completion of the course the student will:   1. Understand the major theories of early childhood development/learning and the implications for practice with young children and families from birth through 4th grade in inclusive settings (INTASC Std. 1, 2, 3; NAEYC Std. 1; CEC/DEC Std. 2). 2. Effectively plan, and individualize curriculum and evidenced-based practices. The student will develop lesson plans for 3 young children of diverse abilities (INTASC Std. 4,7; NAEYC Std.6; CEC/DEC Std. 1). 3. Effectively plan and individualize curriculum and teaching practices. The student will be able to use child evaluation results to identify needs, learning styles and to plan for appropriate child instruction and interactions with families (INTSDC Std. 6; NAEYC Std. 3,4; CEC/DEC Std. 3). |
| Inclusion  Competencies | 1. Define inclusive practices and explain the rationale for inclusion to parents and professionals including evidence-based practices and principles. (CEC) 2. Plan and participate in collaborative conferences with young children and their families. (CEC, DEC, NAEYC) 3. Articulate a personal philosophy of early childhood inclusion including the continuum of services in the local community. (DEC, NAEYC) 4. Describe the role of families in inclusion. (CEC, DEC, NAEYC, ODE) 5. Synthesize trends and issues regarding inclusion in Early Childhood Education, Early Childhood Special Education, and Early Intervention. (DEC, ODE) 6. Develop and coordinate learning experiences and strategies to accommodate individual characteristics and needs within inclusive settings. (CEC, DEC, NAEYC, ODE) 7. Implement and support others in the implementation of embedded learning opportunities to address IFSP goals across daily routines. (DEC, ODE) 8. Utilize non-stigmatizing evidenced-based practices, sensitive to cultural and linguistic issues in collaboration with families (DEC, ODE). 9. Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning. (DEC, NAEYC, ODE) 10. Reflect on one's practice and practices of team members within the inclusive setting to improve instruction and guide professional growth. (CEC-ICC9S9, CEC-ICC9S11, ODE) |

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|  | **Topics** | **Readings Due** | **Assignments Due** |
| **Week 1** | Review of syllabus & course expectations |  |  |
| **Week 2** | Seminar | X |  |
| **Week 3** | Field Work |  |  |
| **Week 4** | Field Work |  | Lesson Plan 1 |
| **Week 5** | Seminar | X |  |
| **Week 6** | Field Work |  | Lesson Plan 2 |
| **Week 7** | Field Work |  |  |
| **Week 8** | Field Work |  | Lesson Plan 3 |
| **Week 9** | Seminar | X |  |
| **Week 10** | Field Work |  |  |
| **Week 11** | Seminar | X |  |