EARLY CHILDHOOD EDUCATION
Program Handbook

Early Childhood Education Program
Ivy Tech Community College
Bloomington Region
200 Daniels Way
Bloomington, IN 47404
Last Updated January, 2015

*Curriculum and information subject to modification and change.

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❖ **Practicum student should sign page 30 and submit to practicum course instructor.**
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IVY TECH COMMUNITY COLLEGE BLOOMINGTON

WELCOME TO THE EARLY CHILDHOOD EDUCATION PROGRAM

This handbook is designed for Early Childhood Education students.   Please refer to this handbook often as it contains information about required courses, practicum experiences and requirements for completion of the program. If you would like further information about the Early Childhood Education Program please call Marjie Risen, Early Childhood Education Program Chair, at 1-812-330-6109 for an appointment or Cassie Saylor, full-time faculty, at 812-330-6263. You can also make an appointment through the Appointment Manager feature of Campus Connect.

The Early Childhood Education Program is a growing and evolving program responding to the needs of the community and families. The program responds also to an ever-growing body of research that continues to redefine the field. This growth is anticipated to continue. Demographics indicate the numbers of working families with children under six years is steadily increasing. The Early Childhood Education Program is a combination of theoretical and hands-on experience. The practicum requirements provide students with the opportunity to integrate theoretical knowledge of hands-on experience allowing for future effective job performance.

The Early Childhood Education faculty at Ivy Tech Community College Bloomington have held active positions in state and national early care and education organizations, including the Indiana Association for the Education of Young Children. The Early Childhood Education Program Chair and full time faculty are supported by adjunct faculty working in the field. This program became accredited in 2009 and is reviewed on a regular schedule, with complete program review due in 2016.

We wish you the best during your endeavors at Ivy Tech Community College. We look forward to working with you!

FULL-TIME FACULTY EARLY CHILDHOOD EDUCATION PROGRAM

Marjie Risen……Education Department Chair, Associate Professor, and Program Advisor, located at 1907 Liberty Drive location of the Bloomington campus

Cassie Saylor ……… Instructor and Program Advisor,
Liberty Drive location

Numerous adjunct faculty who have graduate training in ECED and have worked in the field of Early Childhood Education also teach to support the program.

NONDISCRIMINATORY STATEMENT

Ivy Tech Community College seeks to develop degree credit programs, courses, community service offerings, provides open admission, counseling, placement services for all persons regardless of religion, sex, national origin, physical or mental disabilities, age, or veteran status.

AMERICAN DISABILITIES ACT STATEMENT

If you need course adaptations or accommodation because of a disability, if you have emergency medical information to share with your instructors, or if you need special arrangements in case the building must be evacuated, please make an appointment with your instructor as soon as possible.

CODE OF ETHICS

The Early Childhood Education Program follows and adheres to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct. These ethics may be accessed online at www.naeyc.org

SECTION I

EARLY CHILDHOOD EDUCATION PROGRAM

EARLY CHILDHOOD EDUCATION PROGRAM PHILOSOPHY

The primary function of the Early Childhood Education Program at Ivy Tech Community College is to provide meaningful training within a multidisciplinary framework for students interested in providing education and services to children and families. This program of study is offered to those who wish to enter the workforce for the first time as well as the unemployed, underemployed, and those who seek to enhance their technical skills. Some of the Early Childhood Education students will have had contact with early care and education settings, either as consumers or as volunteers and/or leaders of the community, or current providers of service.

The Early Childhood Education Program of study has a common core of courses to provide students with a specific body of knowledge, career guidance and technical skills necessary to obtain and function on a job. Students may also use this curriculum to upgrade their employment in early care and education settings. The curriculum may also be seen as a base for future professional development and continued professional education.

Primary goals of the Early Childhood Education Program include:

To provide information about various career opportunities within the Early Childhood Education field leading to employment in such positions as teaching in early childhood education sites, family child care providers, social service agencies, Head Start, Early Head Start, school age programming, infant-toddler programming, resource and referral programs, and community family life education.

1. To acquaint students with organizations that serve children and families and resources designed to meet the needs of children and families.

2. To help students identify the knowledge, performances, and dispositions necessary for providing developmentally appropriate services to young children and their families emphasizing the development of beginning skills in each of the above areas.

3. To help students identify and learn historical and current policies at the local, state, and national levels that impact children and families.

4. To explore with students their career interests and to develop their skills through practical and closely supervised direct work experiences.

5. To advise and help students complete a well-rounded educational experience by identifying and differentiating among required and elective courses.

The program, as supported by administration and faculty, will continue to conduct needs assessments in order to provide relevant training. The program will strive to improve instructional support and provide a schedule and variety of classes that best meets the needs of the student/community/early childhood education population.

EARLY CHILDHOOD EDUCATION PROGRAM

The Early Childhood Education Program is a multidisciplinary, competency-based program that focuses on early child growth and development including adult-child relationships. Emphasis is placed on the development of skills and techniques for providing appropriate environments and care for young children. Instruction is provided in the physical, emotional, social, and cognitive areas of early childhood. The student develops competencies through classroom instruction, observation, and participation in early care and education settings. The program offers students the opportunity to become an early childhood education professional in a variety of settings and specialty areas including public schools, social service agencies, resource and referral agencies, and private businesses, as well as early childhood education centers. The Bloomington region ECED program is accredited through the National Association for the Education of Young Children (NAEYC).

Program objectives include training the entry-level worker as well as providing development and enhancement for those currently in the field. Throughout the program students examine their values and attitudes that reflect in their interactions with others. All students admitted to the degree program take a core of courses. Students seeking particular positions may also take career certificates that will enhance existing skills.

The Early Childhood Education Program at Ivy Tech Community College offers the following certificates and degrees:

> Child Development Associate (CDA) Preparation and Certificate (18 credits)
> Technical Certificate (TC) (30 credits)
> Associate of Applied Science degree (AAS) (60 credits)
> Associate of Science transfer degree (AS) (60 credits)

The Early Childhood Education Program continually monitors community and student needs for the development of future programs.

* **Please see campus registrar for AAS, AS, TC, or Certificate graduation application forms.**

The AAS degree contains all the CDA courses, and is used for students who want to be employed immediately upon graduation from Ivy Tech. The AS degree contains more general education courses and is meant to transfer to a four year school. Yes, both will transfer. Usually all of the classes in the AS will transfer, which might not happen with the AAS – it's up to the four year institution.

The Single Articulation Pathway transfer agreement, based on core competencies, is projected to be available beginning fall 2015.

SOME COMMUNITY SERVICE PARTNERSHIPS

- ➢ Head Start Collaborations
- ➢ Monroe County United Ministries
- ➢ Area Early Childhood Education and Early Care & Education Centers
- ➢ Family social service and education agencies and organizations
- ➢ IACCRR/ Resource and Referral
- ➢ Elementary Schools (preschool through third grade) public and private
- ➢ South Central Chapter of the Indiana Association for the Education of Young Children (SCIAEYC)

All associate degree-seeking students in Early Childhood Education must participate in supervised practicum experiences.   A practicum is completed at an organization that is approved by the Early Childhood Education Program and has signed an Agreement of Affiliation. They are voluntary in nature. Students may not choose their own practicum or contact a practicum site without advisor approval. Sites on Paths to Quality (PTQ) are chosen more often, to insure high quality experiences for our students. Total hours spent are 144 for the 3 credit hours.

A practicum handbook is found in Appendix A. Students are evaluated by practicum faculty and site supervisor, as well as completing a self-evaluation.
Students must pass both the written and experiential components of the designated practicum to successfully pass the course. Practicum sites should be assigned, with advisor's approval, during the semester before students complete their 144 hours. **The student is responsible for all practicum course requirement fees.**

Ivy Tech students are covered by Ivy Tech insurance during their practicum hours at their approved site. Paperwork for Ivy Tech and for the site must be completed prior to practicum hours. A Learning Contract, outlining hours scheduled at the site, as well as general duties of the student and the classroom mentoring teacher must be completed as the first practicum course assignment.

Students seeking a practicum placement must attend a mandatory practicum meeting to express interest, apply for the site, and complete necessary paperwork. This meeting is usually held the semester before the practicum experience.

GRADUATE COMPETENCIES

Students completing the Early Childhood Education degrees at Ivy Tech Community College are expected to develop a minimum level of mastery in each of the areas listed below. These levels will be measured by exams, essays, critiques, research papers, case studies, development of learning materials, and by successful completion of a practicum course while a student in the Early Childhood Education Program. CAAP, Collegiate Assessment of Academic Proficiency is also given in the capstone course.

PORTFOLIO

All degree-seeking students will also present a portfolio of their work while taking ECED 260 Early Childhood Professionalism. A portfolio is concrete demonstration for the student, future employers, and competencies mastered during the college experience.   Portfolio entries may include, but are not limited to, the following types of materials: critiques of journals, research papers, resource curriculums, observations of children, case studies, newsletters, and lesson plans. Students will utilize ECED 260 Early Childhood Professionalism to perfect their portfolio and present to a group comprised of peers, instructors, and community members. Resource materials on portfolios are available in the college library. **Portfolio guidelines are available in Appendix B.** In addition, students will be compiling and storing all assignments and materials through TaskStream, a web-based program that will enable students to build their portfolio throughout their college career. The capstone course <u>cannot</u> be taken totally online through the Bloomington campus. It is currently being offered only the second 8 weeks during spring semesters, so students should plan accordingly. There is a portfolio presentation at the last class meeting of the course.

Associate degree students show mastery in the following educational skills that support their ability to gain competence in relation to the core standards, as outlined by National Association for the Education of Young (NAEYC) Standards for Associate degree programs.
- Promoting Child Development and Learning
- Building Family and Community Relationships
- Observing, Documenting, and Assessing to Support Young Children and Families
- Using Developmentally Effective Approaches
- Using Knowledge to Build Meaningful Curriculum
- Becoming a Professional
- Early Childhood Field Experiences

Mastery of these skills supports students in making better use of learning opportunities provided in the degree program.

Learning objectives reflect NAEYC Standards for Early Childhood Professionals in Associate Degree Programs (2010). Students successfully complete up to 30 hours of program coursework.

These standards and paired competencies will be informed by goals and objectives specified within the Indiana Core Knowledge and Competencies Document published by the Indiana Professional Development Network in 2013. The Indiana Early Care and Education and Youth Core Knowledge and Competencies (infants, toddlers, preschoolers, children and youth) provides general direction for what educators need to know and be able to do in order to work effectively with children/ youth and their families. It also includes expectations for assessment and evaluation across five levels, from entry into the field to professionals with an advanced degree. The document can be accessed at the following:
http://www.in.gov/fssa/files/Indiana_Core_Knowledge_and_Competencies_First_Edition_4_13.pdf

Competencies and Learning Outcomes:
1. Promoting Child Development and Learning – describes developmental domains and processes; describes a range of specific influences on child development and learning; and describes the connections between developmental knowledge and the creation of learning environments.
    1.1 Identify and compare various theories that explain child development and learning
    1.2 Analyze the multiple influences on the development and learning of young children
    1.3 Begin to apply developmental knowledge to create challenging and inclusive learning environments for young children
2. Building Family and Community Relationships – knowing about and understanding diverse family and community characteristics; supporting and engaging families and communities through respectful, reciprocal relationships, involving families and communities in their children's development and learning
    2.1 Demonstrate an awareness of and respect for diverse family and community characteristics
    2.2 Exhibit ability to engage families and communities through respectful, reciprocal relationships
    2.3 Articulate the importance of partnership with families and communities to support young children's development and learning

3. Observing, Documenting, and Assessing to Support Young Children – understanding the goals, benefits, and uses of assessment, knowing about and using observation, documentation, and other appropriate assessment tools and approaches, understanding and practicing responsible assessment to promote positive outcomes for each child, knowing about assessment partnerships with families and with professional colleagues.
   3.1 Identify the goals, benefits, and uses of assessment
   3.2 Utilize observation and documentation, and explore other appropriate assessment tools and approaches
   3.3 Articulate the ethics of responsible assessment to promote positive outcomes for each child
   3.4 Explain the benefits of partnering with families and professional colleagues in regard to assessment
4. Using Developmentally Effective Approaches – understanding positive relationships and supportive interactions as the foundation of their work with children, knowing and understanding effective strategies and tools for early education, using a broad repertoire of developmentally appropriate teaching/learning approaches, reflecting on their own practice to promote positive outcomes for each child
   4.1 Define developmentally and culturally appropriate practices
   4.2 Articulate the value of positive relationships and supportive interactions as the foundation of their work with children
   4.3 Examine and reflect upon effective strategies and tools for early education
   4.4 Implement a repertoire of developmentally appropriate teaching/learning approaches
   4.5 Analyze personal practice to promote positive outcomes for each child
5. Using Content Knowledge to Build Meaningful Curriculum – understanding content knowledge and resources in academic disciplines, knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines, using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

5.1 Demonstrate knowledge and utilize resources in content areas or academic disciplines

5.2 Apply the central concepts, inquiry tools, and structures of content areas or academic disciplines

5.3 Integrate content knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful curricula for each child

6. Becoming a Professional – identifying and involving oneself with the early childhood field, knowing about and upholding ethical standards and other professional guidelines, engaging in continuous, collaborative learning to inform practice, integrating knowledgeable, reflective, and critical perspectives on early education, engaging in informed advocacy for children and the profession.
    6.1 Identify the role of professional organizations in the field of early childhood education
    6.2 Demonstrate the relationship of ethical standards to professional practice
    6.3 Engage in collaborative learning to inform practice
    6.4 Use technology responsibly with young children, families, and other professionals
    6.5 Advocate for children, families, and the profession

7. Early Childhood Field Experiences – experiences through which to develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood
    7.1 Observe and practice in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8)
    7.2 Observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

SECTION II

COURSES IN EARLY CHILDHOOD EDUCATION

COURSES

ECED 100   Introduction to Early Childhood Education

ECED 101   Health, Safety, and Nutrition

ECED 103   Curriculum in the Early Childhood Classroom

ECED 105   CDA Process (after completion of 100, 101, 103)

ECED 110   Infant/Toddler Growth and Development

ECED 111   Environments for Infants and Toddlers

ECED 120   Child Growth and Development.

ECED 130   Developmentally Appropriate Guidance in a Cultural Context

ECED 200   Family/Teacher Partnerships

ECED 201   Skills for Parenting

ECED 204   Families in Transition

ECED 210   Early Childhood Administration

ECED 213   Infant/Toddler Care Programming

ECED 216   Curriculum Planning for Early Childhood Administrators

ECED 218   Leadership and Mentoring in Early Childhood

ECED 223   School Age Child Care.

ECED 225   Infant Toddler Practicum

ECED 230   The Exceptional Child

ECED 233   Emerging Literacy

ECED 205   Early Care Practicum

ECED 235   Preschool Practicum

ECED 243   Cognitive Curriculum

ECED 245   School-Age Practicum

ECED 255   Generalist Practicum

ECED 260   Early Childhood Professional

See Early Childhood Education faculty advisors to receive current information on degrees and classes. You can also go to the Ivy Tech Community College website and the Curriculum of Record (COR) for descriptions of each class.

TaskStream

TaskStream Learning Achievement Tools (LAT) is a Web-based management system and program designed for demonstrating and improving student performance. This tool enables students to save and store all ECED assignments/assessments, as well as NAEYC based reflective narratives (essays) and artifacts (assignments). In addition, it manages, aggregates, and presents NAEYC assessment results to establish individual, programmatic, and institutional success. Students will also create a professional and personalized collection of work to be used with presentation e-portfolios or to be published to the web. Several assignments throughout the program will be submitted and graded only via the TaskStream LAT program as part of the NAEYC accreditation review and reporting process. These will be noted on certain assignments in designated courses. This program/process will be discussed on a per class basis and will be discussed by instructor throughout each semester.

TaskStream is required for all students enrolled in ECED programs and classes. This may be purchased through the college bookstore. For more information regarding TaskStream, please go to www.taskstream.com.

PLANNING FOR A DEGREE

Students must complete all credit hours of required and elective courses for the Associate of Applied Science Degree, Associate of Science Degrees, Technical Certificate, and Career Development Certificate in Early Childhood Education.   A Program Sheet is provided for students to follow. It is the responsibility of students to meet with their program advisor regularly to ensure optimal performance and a timely graduation from the program.

PRIOR TO ACCEPTANCE INTO THE PROGRAM

_____   **APPLICATION TO THE COLLEGE**: A completed application to the College returned to the Admissions Office.

_____   **HIGH SCHOOL TRANSCRIPT OR GED**: An official high school transcript or GED on file in the Admissions Office.

_____   **ASSESSMENT**:   Completion of the required college assessments in reading, writing, and math. The results of these tests will indicate whether a student needs to take developmental courses. These courses are to be taken prior to taking any general education required courses.

_____   **TRANSFER CREDIT**: Students who have attended other colleges and wish to have those course credits considered towards their degree must secure an official transcript and have it sent directly to the Registrar's Office at Ivy Tech Community College.

_____   **PROGRAM CHANGE**: Current students in the College who want to transfer from one program into Early Childhood Education must complete a Program Change form found in the Registrar's Office or Early Childhood Education Offices.

_____   **PRIOR LEARNING ASSESSMENT:** Students who have completed their national Child Development Associate (CDA) certificate somewhere other than Ivy Tech, can submit their current CDA certificate to the ECED chair, for PLA 9 verifiable credits towards an associate degree from Ivy Tech (ECED 100, ECED 101, ECED 105).

EARLY CHILDHOOD EDUCATION PROGRAM GUIDELINES AND SUGGESTIONS

_____ **INTERVIEW WITH FACULTY**: It is suggested that applicants have an interview with a full time Early Childhood Education faculty member. The purpose of this interview is to discuss the program, student responsibilities and goals, and to answer program-related questions.

_____ **PHYSICAL/MANTOUX for TB**: Some practicum sites will require physicals and/or other testing, and may require verification of immunizations as part of the physical. **Cost and procurement of the physical is the responsibility of the student.**

_____ **CRIMINAL HISTORY CHECK**: Indiana law requires that personnel in licensed centers and schools verify that they have not been convicted of a felony. Some schools and organizations request extensive background screening reports. Centers and agencies not subject to licensing may also require this check. It is also important because most professions in the area of early childhood education will request this for future reference. Ivy Tech cannot guarantee a practicum site for students as centers, schools, and other types of practicum sites have the right to refuse students based on criminal checks and on appropriateness for their organization. Ivy Tech follows NAEYC Code of Ethics when placing students, as well as the Ivy Tech Code of Student Rights and Responsibilities and Student Handbook. Students are encouraged to check their own records upon enrolling in the program. **Cost of criminal history check is the responsibility of the student.**

_____ **VERIFIED COMPETENCY CREDIT FOR PRIOR LEARNING ASSESSMENT (PLA) EXPERIENCES**: If appropriate, and advised to do so by the Early Childhood Education Program Chair, students can initiate and successfully complete the process to obtain these credits. Regardless of work experience, student must complete at least one practicum with Ivy Tech Community College. Students may not obtain a CDA and PLA from the same worksite. **Contact the Early Childhood Education Program Chair for complete information on this process. Some colleges may not accept a PLA as a course for transfer.**

_____ **DRUG SCREENING**: At this time, drug screening is not a requirement of the program. However, some practicum sites require drug screening. If students complete a practicum at one of these sites, students will need to comply with the policies of the practicum site. **Cost and procurement of drug screening is the responsibility of the student**.

OTHER SUGGESTIONS

_____ **ADVISING** each semester with a full-time Early Childhood Education faculty member.   Plan to register early in order to secure a spot in the course section of your choice.

_____ **FULFILL** all requirements. It is a good idea to try to follow the advised semester course sequencing.   Courses will be offered in the sequence listed. Semester 1 and 3 are offered in the fall semester, and courses listed under semesters 2 and 4 are offered in the spring semester. Some courses are offered more frequently. Check with your program advisor for assistance in planning your upcoming schedule.

_____ **MONITOR** your completion of course requirements. See your advisor if you are unsure of your status.

_____ **RECEIVE** a grade point average of at least 2.0 in order to graduate.

_____ **APPLY** for graduation early in the semester in which student plans to graduate. Application for graduation deadlines are posted around campus. **Filing for graduation is the responsibility of the student.**

_____ **CHANGE** of name, address, and telephone should be done through Campus Connect or the Registrar's Office.

TRANSFERRING TO A FOUR-YEAR COLLEGE OR UNIVERSITY

Transferring to another institution should be carefully planned. Early in the program at Ivy Tech Community College students should call or visit the college/university to which they will be transferring. Students should make sure the school accepts the Early Childhood Education courses. The field of study students plan to major in after transferring will make a difference in which courses will be transferred. Students should keep in mind that remedial courses or courses in which they earned a "D" will not transfer.   Verified credit through Prior Learning Assessment (PLA) may not transfer depending on the institution. You may obtain information about transfer agreements from the Early Childhood Education Program Chair or full time faculty member. Transfer agreements will transfer as a package directly to the institution.

CAREER PLACEMENT

The Early Childhood Education field is growing and new opportunities are being created all the time. Within the Early Childhood Education Program a number of efforts are made to help students secure employment. Students often develop their own job possibilities by securing recommendations from their instructor, from practicum sites, and volunteering in the community. Students should keep an accurate record of all of their education, work experience, and volunteer activities for their resume and future employment possibilities. Through their academic performance and demonstrated ability, students contribute to the positive reputation earned by the Ivy Tech Community College Early Childhood Education Program which increases job opportunities for graduates. Students may also access Ivy Tech Community College's Career Services and Ivy Hire program for assistance.

Students may expect an **average** beginning annual salary of $28,000 with a two-year degree in Early Childhood Education. Students average $40,000-$50,000 as they work in the business sector of early care and education. The salary is dependent on the type of organization worked for and the employment experience students might have. Besides salary, career rewards in Early Childhood Education can include personal satisfaction from helping children and families. Most early care and education settings involve a variety of new challenges on an everyday basis.

PROFESSIONAL ORGANIZATIONS

Students and graduates are encouraged to continue their learning through membership in professional organizations and attendance at professional conferences and workshops. While there are a number of such organizations, the largest is the National Association for the Education of Young Children (NAEYC). There is both a state and local chapter of NAEYC. The state chapter of NAEYC holds an annual conference that affords students the opportunity to gain new knowledge and skills while networking with professionals from around the state. See faculty and staff for information.

NAEYC
National Association for the Education of Young Children
naeyc.org

IAEYC
Indiana Association for the Education of Young Children
iaeyc.org

SCIAEYC
South Central Association for the Education of Young Children – The regional chapter partners with the Ivy Tech Bloomington campus to provide local conferences and workshops for area students, parents and teachers. Contact Ivy Tech ECED faculty for current information and meeting times, or check www.iaeyc.org

CAREER LADDERS

In Indiana, courses can be taken that will build upon each other to achieve higher levels of education and competency, which can lead to greater employment opportunities. The public schools are governed by rules from the state of Indiana Department of Education and teachers' unions, which determine what educational level is required for each job description. The variety of employers is much wider in the early childhood field and includes private owners, Family and Social Services Administration, as well as school systems. So the employment site you choose in early childhood education actually determines the level of educational requirements you need, according to the person or agency who oversees their particular type of program. A national CDA certificate is the first step on a career ladder in ECED, then the technical certificate, an associate degree, a bachelor's degree, a master's degree and a doctorate degree.

Examples: In Indiana, you can operate a child care home business with your **national CDA certificate.** In some child care settings, you can be the lead teacher with a CDA or an associate degree. In Head Start, or public school settings, you can be a substitute teacher or a teacher's aide with either the AAS or AS associate degrees. To have your own classroom in a Head Start or public school setting, you need a bachelor's degree.

Childcare Administrator's Certificate: If you already have experience and competencies as a child care center director, but your bachelor's degree is not in ECED, you may qualify for the Early Childhood Administrator's Certificate. This is awarded by IAEYC, and Ivy Tech provides the 18 credits in ECED towards that goal.

APPENDIX A

PRACTICUM GUIDEBOOK

EARLY CHILDHOOD EDUCATION PRACTICUM GUIDEBOOK

OVERVIEW OF PRACTICUM REQUIREMENTS
IVY TECH COMMUNITY COLLEGE
Bloomington Region
Last Updated January, 2015

This guide is to be used in conjunction with the Early Childhood Education Pre-Practicum Seminar, PowerPoint presentation and handout which contain supportive information regarding practicum expectations.

The Early Childhood Education Practicum experiences are designed to give students practical experiences working with young children and their families. Students are encouraged to vary their experiences to include some or all of the following:

Infants and Toddlers
Children Ages 3-5 Years
Kindergarten and School Age
Family Childcare
Private Not for Profit and Public School Settings
Social Services and Education Community Programs

Students will be placed at sites only with the consent and cooperation of faculty member/advisor. Students are placed at college approved sites by their advisor. Student goals and special interests will be taken in consideration when placing. Paths to Quality approved sites are preferred. Students are expected to go through an interview with the consenting practicum site.

Practicum sites are identified by the instructor and are primarily sites accredited by the National Association for the Education of Young Children (NAEYC) or other accredited or licensed institution. Additional sites are considered on an individual basis to meet student needs. Students must successfully complete 144 practicum hours for each practicum. **Students may also be expected to participate in an online Discussion Board on Ivy Tech Blackboard. All practicum materials will be posted online in Blackboard.**

Students may <u>not</u> choose their own sites. Faculty members make the initial contacts with the sites. Students may not be placed at certain sites due to conflict of interest per site request.   In addition, students who make initial contacts at sites without permission of instructor will not be placed at that site.

Early Childhood Education Choices for Practicum Experience

Course Name	Credit Hours
ECED 105 CDA Process	3
ECED 225 Infant/Toddler	3
ECED 235 Preschool	3
ECED 245 School Age	3
ECED 255 Generalist	3

PRACTICUM PROCEDURES

All students must attend a pre-practicum mandatory seminar EACH semester prior to the semester they plan to enroll. Seminars will be held at the Bloomington Ivy Tech campus in the fall and spring semesters only. No seminars will be held in summer; therefore students enrolling for the fall semester must attend the spring seminar.

Seminars will be conducted each semester around the 8-12 week range. Students will then meet with the instructor to set up their practicum. Students are approved or not approved for a practicum by the sites. By Friday of the 14th week students must be enrolled in the practicum via Ivy Tech faculty and have interviewed or met with the site. Students not meeting this requirement will not be approved for a practicum for the upcoming semester. All students must be enrolled and approved by the end of the semester for the following semester, whenever possible.

CRIMINAL HISTORY CHECK: Indiana law requires that personnel in licensed centers verify that they have not been convicted of a felony. Centers not subject to licensing may also require this check. It is also important because most professions in the area of child development will request this for future reference. Ivy Tech cannot guarantee a practicum site for students.   Ivy Tech follows NAEYC Code of Ethics when placing students, as well as Ivy Tech Code of Student Rights and Responsibilities and Student Handbook.

Students are responsible for conducting their own criminal check in conjunction with the standards and expectations of the host site. Some sites expect criminal checks to be less than 30 days old. Some sites may conduct it for you. If you have anything on your record or suspect there may be, it is wise to be upfront about this in your initial contact. Most organizations or schools will not allow a student to work at their site with any type of criminal record.

In addition, practicum sites MAY request the following:
(at expense and responsibility of student)

➢ **Physical examination form provided by and signed by doctor approving student to work in a setting with children.**
➢ **Current TB test**
➢ **Current CPR and First Aid card**
➢ **Drug screening**
➢ **Other as requested.**
➢ **Fingerprinting**

The above procedures should be discussed with the practicum site contact at the time of the interview or meeting.

OVERVIEW OF PRACTICUM REQUIREMENTS

Students must complete ALL hours to complete the course. All hours must be documented by supervisor. A violation of the attendance policy may put the student at risk with the Early Childhood Education program. A student status report may be filed with the college by the Instructor. Note: Students may only work at practicum site when Ivy Tech classes are in session. For example, a student may not work during Ivy Tech's spring break, a Labor Day holiday, or a Thanksgiving holiday.

A *Practicum Hours* form or *Time Sheet* will be kept at the practicum site and completed weekly. It is to be turned in to the instructor at the end of the semester. The student and the mentor supervisor may also each keep a copy. The weekly format of the 144 hours is flexible. The schedule is to be decided upon between the practicum student and teacher - mentor - supervisor. General practicum guidelines are 9 hours per week for a 16-week semester and 18 hours for an 8 week semester. After the schedule is determined, it is the student's responsibility to inform the instructor. The student is expected to let the instructor know of any schedule changes. Failure to inform the instructor or discuss any changes made at the site is a violation of the practicum. The first assignment is the Learning Contract, which is a written schedule of hours and expectations put into writing by the student, in agreement with the mentor-teacher.

The student may also be released from the practicum site if the student does not call practicum supervisor regarding illness or other emergencies. The student will lose all points for that given day or days if these calls are not made. The student may also be released from the practicum site due to unethical or unprofessional behavior.

Ivy Tech Community College reserves the right to withdraw the student from the program or practicum setting whose work or conduct may reflect discredit to the program or whose progress is not satisfactory to Ivy Tech Community College. The designated practicum site reserves the right to remove any student from its facility whose conduct may reflect discredit to its program.

Students who are released from their practicum site either by Ivy Tech Community College or the practicum site will not be reassigned to another site for that semester.   Students and Ivy Tech faculty must abide by the NAEYC Code of Ethical Conduct, as well as follow Ivy Tech Community College's Code of Student Rights and Responsibilities and Student Handbook. Students must complete all assignments and hours for the specific practicum as outlined in the course syllabus. Prior to implementation, all activities must be approved first by the site supervisor.

NOTE: See advisor for specific requirements and hours for ECED 105 CDA Process. ECED 105 is the practicum in the AAS that can be completed where the student is employed. The other practicum courses cannot be completed where the student is employed.

RESPONSIBILITIES OF PRACTICUM SITE

Once placement is decided, it is the practicum site manager's responsibility to provide the student with:

1. An orientation to the organization. This will include information about the history, philosophy and goals of the organization, as well as its services and clientele. Appropriate dress and personal hygiene is an expectation of the Early Childhood Education Program. In addition, individual sites may have dress codes or other policies regarding jewelry, perfume, etc.

2. Information about personnel policies, expectations related to job performance and a detailed description of duties to be performed.

3. A regular period of supervision, as determined by the supervisor and the student with a supervisor who is agreeable to working with a student and who is accessible and interested in the student's progress.

4. Working with student and Ivy Tech faculty to complete the assignments on course syllabus. Adjustments can be made in course syllabus by contacting instructor.

5. A midterm and final evaluation will be completed on a form supplied by Ivy Tech Community College during the 8th and 15th week of the practicum. Summer evaluations will take place during the 4th and 8th \weeks.

6. Opportunity for face-to-face contact with children and families.

7. Opportunity to be involved in family conferences and staff meetings, as well as contribute to them when appropriate.

8. Reading lists and/or reading materials and resources relevant to the work the student is doing as identified by the practicum site.

9. Opportunities for the student to experience as much as possible.

Note: In addition, practicum sites are expected to follow guidelines agreed upon in the Agreement of Affiliation signed by the practicum site. Copies of the agreements are available to students upon request.

RESPONSIBILITIES OF THE PRACTICUM STUDENT

The student should provide the site organization with:

1. A resume when meeting with the site for the initial contact.

2. A schedule of regular hours that will be devoted to practicum activities-a total of 144 hours minimum of the semester. Students are also expected to meet with practicum site supervisor as needed.

3. Assurance that he/she will abide by the organization's personnel policies and in every way endeavor to be an asset to the site organization and a credit to the college.

4. Cooperation with the practicum site by appearing regularly as scheduled, completing assignments and activities, and actively participating in supervisory discussion

5. Notification of any circumstances preventing his/her carrying out expected tasks at the site as soon as it is possible.

Communication of any difficulty, concerns or questions should go directly to the practicum supervisor/instructor.

A Student Status Report may be filed by the practicum instructor with the college if any of these or related responsibilities are violated. Any violation of these responsibilities may put you at risk with the Early Childhood Education program. Students may be removed from the practicum site after violations. In addition, as stated earlier, "Ivy Tech Community College reserves the right to withdraw the student from the program or practicum setting whose work or conduct may reflect discredit to the program or whose progress is not satisfactory to Ivy Tech Community College. The designated practicum site reserves the right to remove any student from its facility whose conduct may reflect discredit to its program.

RESPONSIBILITES OF THE PRACTICUM INSTRUCTOR

The Practicum Instructor is responsible for:

1. Meeting with all practicum students on an as needed basis through individual appointments. ECED faculty may also conduct discussion sessions via Blackboard on Campus Connect.

2. Making initial contact with an agency/organization and the supervisor at the practicum site. In all cases, contact at the beginning of the semester should establish communication between the college and the practicum site.

3. Providing the practicum supervisor and student with information on procedures and expectations for the practicum and with a telephone number for the practicum supervisor to be used to contact the practicum instructor.

4. Providing the student with course expectations, assignments and grading procedures.

5. Contacting and/or visiting each organization 1-3 times during the semester.

6. Providing the practicum supervisor with a format for evaluation of the students at the midpoint and end of the semester.

7. Providing the student with an opportunity to evaluate his/her experience.

8. Submitting the final grade.

Note: In addition, the practicum instructor is expected to follow guidelines agreed upon in the Agreement of Affiliation signed by the practicum sites.   Copies of the Affiliation of Agreement are available to students upon request.

A Practicum Can Be a Mutually Enriching Experience

Gains for Supervisor
1. Assistance for site
2. Challenge in answering student questions and opportunity to be a role model
3. Chance to find out what is being taught in Early Childhood Education at the community college level and give feedback to the school on the practicality of material presented
4. Opportunities to stimulate the interest of potential members of your profession
5. Chance to teach a beginner the skills and attitudes you think should be taught to people entering your profession
6. Assess student interests in an area
7. Influence recruitment into Early Childhood Education profession

Gains for Student

1. Opportunity for experience.
2. Opportunity to get answers to practical work-related questions.
3. Chance to share with an agency the skills he/she has acquired and interaction.
4. Chance to have a close-up look at an organization or agency and a profession that may be of special interest.

GOALS OF A PRACTICUM

Practicum experiences are intended to help students steadily develop their skills and knowledge as they progress through the practicum sequence.

Practicum experiences are intended to develop the student's **knowledge of children and families through observation and interaction.** Students are at the same time learning the introductory phases of planning and developing activities and materials to support optimal development of children and families. Students will be asked to prepare and implement activities under supervision. Students are expected to have minimal interaction with families. Students are not expected to supervise children or families without support from site staff.

CLASSROOM EXPERIENCE

The practicum experience is an opportunity for students to demonstrate their ability to plan and manage groups of children within a controlled environment. It is hoped that by the end of the practicum, sites will allow students to assume "lead teacher" functions while being observed by site staff. Interaction with families will be at the discretion of the site and limited to planned activities.

SOCIAL SERVICE OR AGENCY EXPERIENCE

The practicum experience, usually ECED 255 Generalist Practicum, allows the student to experience and participate in a wide variety of activities related to an agency, social service or educational organization. It is expected that the site supervisor allow the practicum student as many experiences as deemed feasible in that environment. Each situation will be different depending on the needs of the student and the organization.

THE PRACTICUM JOURNAL

Each practicum student will be asked to keep a journal of practicum experiences. **Confidential information should not be included**. The content should include information about activities the student is involved in at the practicum site and how he/she feels about the experiences. Questions, concerns, and notes on progress should be included. The journal can be a good record of progress throughout the semester, as well as a personal growth tool. Journals will be sent weekly to the instructor via Ivy Tech email.

The journal is also intended to keep the college instructor aware of what is happening to a student's practicum. Normally, the journal is read only by the student's instructor. If a practicum supervisor would like to read the journal, he/she may do so with the permission of the student.

What Should Go Into a Journal

A journal is a diary of events at your practicum site. Your students/teachers need to remain confidential, therefore, do not use their full names. A journal should include a summary of what you have done that day. Other ideas regarding journal entries should include the interactions with others, questions for your practicum faculty advisor, interactions with your supervisor, agency policy questions, etc.

Required Paperwork for Practicum

Students will be required to turn in the following materials:

1. Resume used for meeting/interview.

2. Completed midterm evaluation.

3. Completed final evaluation form.

4. Completed time verification forms and program information.

5. Daily journal entries during the practicum experience.

6. Assignments as listed for each practicum.

7. Final Practicum Portfolios (2 total)
   - ❖ Child Assessment Portfolio (CAP)
   - ❖ Practicum Portfolio (Practicum Field Notebook) The Practicum Field Notebook contains copies of all assignments and time sheets. It is reviewed by the instructor at each evaluation observation.

PRACTICUM INFORMATION FORM

Student Name_____

Address:
City_____State_____Zip_____

Home Phone_____

Cell Phone_____

Work Phone_____

Ivy Tech
Email_____

Practicum Site_____Phone_____

Site Supervisor_____

Site Supervisor email_____

SCHEDULED HOURS: Monday_____

                          Tuesday_____

                          Wednesday_____

                          Thursday_____

                          Friday_____

This form AND the sheet below must be returned to Ivy Tech Practicum Instructor per deadline request in pre-practicum seminar. Students not returning required documents by due date will not be allowed to enroll in a practicum until after the next mandatory pre-practicum seminar.

_____ I have met with the ECED program chair advisor and signed the receipt sheet for the Ivy Tech Practicum Handbook. My site is _____

_____ I have completed the physician-signed medical examination sheet, verifying I am healthy and able to care for young children and showing my TB results, and I have given this to my site director.

_____ I have completed the required Fingerprinting and Background Check through L-1 Enrollments, that will allow my site to check the information through FSSA, Federal Social Services Administration. (This document will be good for 3 years. Check with the director, since some sites will pay for this for you. If they don't, it is around $40).

_____ If my site requires a drug screening, I have completed that and have given the director my results.

_____ I have verified with my site director that I have completed everything necessary to begin my 144 hours on the first day of my new semester, in Room _____ with ages _____, Teacher_____ # children _____. I understand I must continue my practicum commitment through the end of the semester, even if I have completed the 144 hours.

_____ I understand that I am not considered an employee, or a volunteer. According to Ivy Tech policy, I cannot be counted in teacher/student ratio or be left alone with children. I cannot do all my week's required hours in one day.

_____ I understand that I may work slightly ahead on assignments for my practicum course, but I understand that assignments are spaced apart for a reason, and that no late work is accepted in the course without prior approval from my instructor. I am also expected to do any classroom duties I am asked to do by my classroom teacher, director or instructor. I will also attend at least one staff meeting, training, or planning session with staff.

_____ I understand that I must use the parental permission forms provided in the course with parents and teachers before including a child in any assessments or photographs.

_____ I understand I must have my Field Notebook and my Child Assessment Portfolio up to date and ready to show my course instructor at the scheduled visits and also with me in case of a pop-in visit.

_____ I understand that a failure to meet my attendance schedule without notifying the director, the classroom teacher, my course instructor, and my ECED advisor first, via email, or altering my attendance sheet in any way without permission, could result in failure of the course and dismissal from the course.

_____ I understand that I am representing Ivy Tech at all times during my practicum experience. If at any time, I am dressed inappropriately or engage in gossip or negative conversations or other activity that reflects negatively on anything connected with Ivy Tech or the field of early childhood education, or anyone at the site, this could result in failure and dismissal from the course.

Student's signature:

Todays' Date:

APPENDIX B
GRADUATION PORTFOLIO DEVELOPMENT

PORTFOLIO

All degree-seeking students will present a portfolio of their work while in their final seminar experience. A portfolio is a concrete demonstration for the student, future employers, and the College, of competencies mastered during the college experience. The portfolio is expected to be collected throughout the student's college experience. Portfolio entries may include, but are not limited to the following: critiques of journal articles, research papers, resource manuals, observations, case studies, newsletters, etc. **It is important to save all assignments and materials from all of your classes, including your general education classes/liberal arts.** During ECED 260, students will polish and perfect their portfolio and present their portfolio to a group comprised of peers, Ivy Tech administration, and community professionals. Resource materials on portfolios are available in the Learning Resource Center.

All degree seeking students, including Technical Certificate (TC) students are expected to save all of their work through Task Stream.

I.   **The Purpose of the Early Childhood Education Portfolio:**

    A.   Outcome assessment tool
    B.   Tool for helping students evaluate their individual learning experience in relationship to their employment goals
    C.   Prepare students for the employment search and interview process
    D.   Empower students to be responsible for their own learning

II.   **The Early Childhood Education Portfolio is:**

    A.   Representative of your skills, abilities, and knowledge
    B.   Helpful in assessing your growth
    C.   Helpful in planning future goals

III.   **The Early Childhood Education Portfolio should include:**

    A.   Table of Contents
    B.   Introduction—tell the purpose of your portfolio
    C.   Your philosophies and goals in your profession
    D.   Your resume
    E.   Your autobiography
    F.   Evidence of your competencies
    G.   Other ECED 260 Assignments
    H.   Certificates, awards, etc.

IV. Mechanics:

This portfolio may be presented in a 3-ring binder, as an electronic portfolio, through Task Stream or Blackboard or a different way approved by ECED faculty. The portfolio mechanics and examples will be shared in the class, as well as samples demonstrated via Task Stream.

V. When and how is the Portfolio Developed?

A. It is developed throughout your college career
B. Will be compiled throughout the sequence of program courses completed the semester you are enrolled in ECED 260

VI. Presentation of the Portfolio:

A. Purpose of the presentation is for you to get practice in interviewing and presenting what you have accomplished
B. It is a culminating activity of your professional development Presentation will be made during ECED 260.
C. Your portfolio will be presented before a committee (3-5 members)
D. You will have 15 minutes to introduce yourself and present your portfolio
E. There will be a 10 minute period following your presentation for the committee to ask questions
F. The committee will give you written and/or verbal feedback of your presentation and portfolio within a week of your presentation.

VII. When Presenting:

A. Describe professional growth
B. Discuss your practical experience and how this ties in to the Child Development competencies
C. Discuss what makes you unique to the early childhood profession
D. Relate your philosophy to practice
E. Highlight skills and experiences that are marketable
F. Make sure your presentation and appearance are professional
G. DO NOT READ YOUR PRESENTATION

The CAAP Test – Collegiate Assessment of Academic Proficiency is given in the capstone course of each program at Ivy Tech. It is taken the first night of ECED 260 each spring. It is a graduation requirement. If the student misses the first night of class and the CAAP exam, he will need to contact the Ivy Tech Testing Center to make arrangements to take it. Note: The CAAP is only offered during certain testing dates – please check with the Testing Center to be sure you don't miss it. Two of the following areas are chosen for testing each year: Math, Writing, Science and Critical Thinking.

Graduation Portfolio Evaluation/Standards

Portfolio evaluation incorporates standards adopted from those utilized by Ivy Tech Community College and the National Association for the Education of Young Children (NAEYC). These standards are recognized as standards for proficiency, accreditation, and graduation.

Students will demonstrate their proficiency before a panel via an electronic portfolio through TaskStream. The panel will have knowledge of both the field of early childhood education and the level of knowledge that is expected of an associate degree student. Some areas may not be demonstrated during the presentation of the portfolio. In such instances the panel will mark the "not demonstrated" column.

Use projects and assignments that reflect the standards. Students will have saved assignments and possible reflective narratives through Blackboard and/or TaskStream throughout the ECED classes. These will be updated and refined in ECED 260.

On the following pages are the NAEYC Standards for Early Childhood Professional Preparation and Supportive Skills, used to guide our ECED program at Ivy Tech and for you to use in preparing your ECED Graduation Portfolio in your capstone course.

Our ECED program at Ivy Tech was awarded accreditation through NAEYC in 2009 and we will be reviewed by a site visit team in spring of 2016. There are 5 specific assignments used in the NAEYC national accreditation process as our ECED program is evaluated each year. These will be 5 major assignments you will submit through Task Stream that you will want to use in your Graduation Portfolio:

- **Erikson Autobiographical Assignment (in ECED 120)**
- **Family Scenarios Project (in ECED 204)**
- **Child Assessment Portfolio (in ECED practicum 225 or 235)**
- **Documentation Panel (in ECED 243)**
- **Child Advocacy Project (in capstone course ECED 260)**

2010 Initial Standards for Early Childhood
Professional Preparation May 2011

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They
use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's
development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance
and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements of Standard 2
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the
goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.
Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and
safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7 (ECADA Criterion 5) EARLY CHILDHOOD FIELD EXPERIENCES
Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7
7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

<u>**Ivy Tech Community College General Education Program Outcomes and Standards**</u>

These are outcomes and standards as required by Ivy Tech Community College. Students will write reflective narratives/essays to support assignments (either ECED or general education/liberal arts) in each of the following:

**To Develop a Common General Education Core for
the College's Transfer-Oriented Associate Degree**

Core competencies identified to meet approved (2007) General Education Outcomes

<u>**Outcome 1**</u>: Demonstrate critical and creative thinking.
To demonstrate competency in Outcome 1, a student should be able to

• Purposefully identify a problem, argument, assumption, or situation, and formulate diagnostic questions for eventual resolution.
• Gather information from multiple perspectives, recognizing that thinking occurs within some point of view.
• Identify the quality of evidence, noting its strengths and weaknesses, and then drawing well-supported conclusions.
• Formulate a response to an argument, problem, situation, or system based upon interpretation, analysis, and evaluation.
• The student should be able to extend ideas logically into plausible prediction or interpretation or can make a coherent argument.
• The student should be able to recognize standards of judgment from different disciplines
• Apply knowledge in a practical way or generate innovative approaches
• Revise conclusions consistent with new observations, interpretations, or reasoning.

<u>**Outcome 2**</u>: Recognize and understand cultural and individual differences, in terms of both contemporary and historical perspectives.
To demonstrate competency in Outcome 2, a student should be able to

• Identify social, cultural, and historical settings and processes other than one's own and analytically compare these settings and processes
• Demonstrate knowledge of global issues, processes, trends, and systems.
• Communicate awareness of reasons for human behaviors.
• Demonstrate an understanding of the contributions of people from various cultures in the development of U.S. and world history.
• Use knowledge, diverse cultural frames of reference, and alternative perspectives to think critically and solve problems.
• Explain social institutions, structures, and processes across a range of historical periods and groups.

Outcome 3: Recognize and understand social, civic, and environmental responsibilities relative to our society.
To demonstrate competency in Outcome 3, a student should be able to

• Demonstrate engagement in civic and social services activities.
• Demonstrate knowledge of human impact on local and global environments.
• Describe the responsibilities of citizenship and their impact on communities.
• Define and explain the role and importance of global citizenship.
• Identify and discuss cross-cultural influences on social, civic, and environmental issues.
• Demonstrate the ability to engage in discussion, consensus, and conflict resolution.

Outcome 4: Apply basic scientific concepts in a variety of settings.
To demonstrate competency in Outcome 4, a student should be able to

• Understand the scientific method and how it applies to disciplines throughout the curricula.
• Know how to apply scientific information to address real world issues.
• Distinguish between that which is scientifically testable and that which is not.
• Demonstrate ability to gather, analyze, interpret, and draw conclusions from scientific and/or technical data.
• Understand the limitations of scientific knowledge
• Use measuring systems appropriate to the student's discipline and be able to convert between systems.
• Apply standards of "reasonableness" as applied to conclusions, calculations, and outcomes appropriate to discipline.
• View science from personal and social perspectives by demonstrating knowledge of issues and problems facing modern science, including ethics, values, and/or public policies.
• Understand the interrelationship between science and society.
• Collaborate to identify problems and determine solutions.

Outcome 5: Communicate effectively in written and oral forms
To demonstrate competency in Outcome 5, a student should be able to

• Use appropriate written or oral methods to communicate effectively based upon audience and purpose.
• Use information technologies to locate information from databases, websites, and other media.
• Recognize the validity of information and its sources.
• Synthesize source materials to develop a unique approach to an issue or problem.
• Use discipline-directed citation format to document source materials completely and accurately to maintain academic integrity.
• Understand and interpret creative expression based on knowledge of forms and principles of various expressive media.

• Prepare effectively for an oral presentation by researching the topic, analyzing the target audience, and adapting the presentation to link with audience characteristics.
• Use a process of writing that includes independent and collaborative prewriting, drafting, revising, and editing to produce unified, coherent, and well-developed paragraphs and essays that support a controlling idea.

Outcome 6: Exhibit quantitative literacy.
To demonstrate competency in Outcome 6, a student should be able to

• Interpret mathematical models such as formulas, graphs, tables, and schematics and draw inferences from them.
• Represent mathematical information symbolically, visually, numerically, and verbally.
• Recognize and apply appropriate mathematical tools in problem solving.
• Use mathematical methods to solve problems.
• Estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results.
• Recognize the limitations of mathematical methods.
• Apply mathematics to decision-making in everyday life

Outcome 7: Apply ethical reasoning
To demonstrate competency in Outcome 7, a student should be able to
• Explain the impact of socialization on individual moral development and ethical behavior.
• Discuss and consider multiple perspectives, recognize biases, deal with ambiguity, and take a rational position.
• Identify sources that impact the development of ethical standards and beliefs.
• Utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system.
• Interpret and apply the concepts of ethical behavior with regard to academic pursuits.
• Recognize and analyze ethical issues as they arise in a variety of contexts.
• Explain and demonstrate the importance of ethical behavior in a global context.

Outcome 8: Demonstrate the acquisition and use of information.
To demonstrate competency in Outcome 8, a student should be able to
• Define a research topic and determine the extent of information needed.
• Use databases and web search tools effectively in order to conduct a literature search and find appropriate, peer-reviewed sources to fulfill the student's needs.
• Identify, acquire, read, digest, and synthesize the information from various sources to accomplish a specific purpose.
• Access and utilize information in an ethical and legal manner as demonstrated by the correct and appropriate citation of sources and honoring of copyright.
• Evaluate the source, context, accuracy, quality, credibility, and value of information in empirical and seminal sources.
• Identify bias.
• Understand the relative value of the primary versus secondary sources, and empirical versus non-empirical sources.

ECED HANDBOOK RECEIPT AND ACKNOWLEDGEMENT

I have received a copy of the Early Childhood Education Program handbook. I understand that these policies are designed to acquaint me with the current policies and procedures. I also understand that the ECED program/Ivy Tech reserves the right to interpret, modify, or eliminate any of these policies and procedures at any time. As a receipt of it, I understand that I am responsible for knowing its contents and updates and for safeguarding it.

_____
Student Signature

_____
Student Name (printed)

_____
Date

_____
Advisor Signature

This tear sheet must be signed by the practicum student and advisor and kept on file in Ivy Advising.