



Course Description

EEC4268 | Practicum in Early Childhood Education | 3.00 credits

The student will plan and implement action research strategies to meet the needs of struggling readers. The student will attend professional development experiences designed to develop knowledge and pedagogy, and will prepare for teaching interviews and entry into the profession. (Sixty hours of clinical experience are required in an approved first-third grade setting with ESOL students) Corequisites: LAE 4211.

Course Competencies

Competency 1: The student will utilize concepts from human development and learning theories by:

1. Aligning instruction with state-adopted standards at the appropriate level of rigor
2. Sequencing lessons and concepts to ensure coherence and required prior knowledge
3. Designing instruction for student to achieve mastery
4. Selecting appropriate formative assessments to monitor learning
5. Using a variety of data, independently, and in collaboration with colleagues to evaluate learning outcomes
6. Using a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons
7. Developing learning experiences that require students to demonstrate a variety of applicable skills and competencies

Competency 2: The student will maintain a student-centered environment that is safe, organized, equitable, flexible, inclusive, and collaborative by:

1. Organizing, allocating, and managing the resources of time, space, and attention
2. Managing individual and class behaviors through a well-planned management system
3. Conveying high expectations to all students
4. Respecting students' cultural, linguistic, and family background
5. Modeling clear, acceptable oral and written communication skills
6. Maintaining a climate of openness, inquiry, fairness, and support
7. Integrating current information and communication technologies
8. Adapting the learning environment to accommodate the differing needs and diversity of students
9. Utilizing current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals

Competency 3: The student will utilize a deep and comprehensive knowledge of the subject taught by:

1. Delivering engaging and challenging lessons
2. Deepening and enriching students understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
3. Identifying gaps in students' subject matter knowledge
4. Modifying instruction to respond to preconceptions of misconceptions
5. Relating and integrating the subject matter with other disciplines and life experiences
6. Employing higher-order questioning techniques
7. Applying varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding
8. Differentiating instruction based on an assessment of student learning needs and recognition of individual differences in students
9. Supporting, encouraging, and providing immediate and specific feedback to students to promote student achievement
10. Utilizing student feedback to monitor instructional needs and to adjust instruction

Competency 4: The student will practice assessment by:

1. Analyzing and applying data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
2. Designing and aligning formative and summative assessments that match learning objectives and lead to mastery
3. Using a variety of assessment tools to monitor student progress, achievement, and learning gains
4. Modifying assessments and testing conditions to accommodate learning styles and varying levels of knowledge
5. Sharing the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
6. Applying technology to organize and integrate assessment information

Competency 5: The student will demonstrate knowledge of the components of reading, as well as assessments and data analysis by:

1. Using assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning
2. Demonstrating research-based instructional practices for facilitating reading comprehension
3. Demonstrating research-based instructional practices for developing oral/aural language development
4. Demonstrating research-based instructional practices for developing students' phonological awareness
5. Demonstrating research-based instructional practices for developing phonics skills and word recognition
6. Demonstrating research-based instructional practices for developing reading fluency and reading endurance
7. Demonstrating research-based instructional practices for developing both academic and domain specific vocabulary
8. Demonstrating research-based instructional practices to facilitate students' monitoring and self-correcting in reading
9. Demonstrating research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension
10. Demonstrating research-based instructional practices for developing students' ability to read critically
11. Demonstrating differentiation of instruction for all students utilizing increasingly complex print and digital text
12. Demonstrating skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels
13. Creating an information intensive environment that includes print and digital text
14. Using a variety of instructional practices to motivate and engage students in reading
15. Demonstrating intentional, explicit, systematic writing instruction as it relates to the ability to read written language

Competency 6: The student will demonstrate familiarity with a variety of professional resources by:

1. Locating, critiquing and interpreting child development and educational research literature as it informs instructional decision- making
2. Joining and/or utilizing resources available through national professional organizations
3. Accessing reports from national research academies and institutes
4. Referencing current state and local initiatives
5. Discussing web-based professional development opportunities

Competency 7: The student will commit to teaching as a profession of inquiry by:

1. Planning classroom-based research and collaborative inquiry
2. Analyzing teacher research and other data sources to identify new researchable questions
3. Applying new insights, new questions, new hypotheses for use in designing, or re- designing, a purposeful and educative early childhood curriculum
4. Examining teacher inquiry as an advocacy tool for children and the profession
5. Adopting an inquiry stance in your classroom practice

Competency 8: The student will demonstrate improvement, responsibility, and ethics by:

1. Designing purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
2. Examining and using data-informed research to improve instruction and student achievement
3. Using a variety of data, independently, and in collaboration with colleagues, to evaluate
4. learning outcomes, adjust planning, and continuously improve the effectiveness of the lessons
5. Collaborating with the home, school, and larger communities to foster communication and to support student learning and continuous improvement
6. Engaging in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues
7. Implementing knowledge and skills learned in professional development in the teaching and learning process

Competency 9: The student will adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C. by:

1. Applying the Code of Ethics and Principles of Professional Conduct to professional and personal situations
2. Identifying statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual
3. Applying knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress
4. Identifying and applying policies and procedures for the safe, appropriate, and ethical use of technologies
5. Determining and applying the appropriate use and maintenance of student's information and records

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Formulate strategies to locate, evaluate, and apply information
- Demonstrate knowledge of ethical thinking and its application to issues in society