

1993

Analysis and design of child care curricular courses at Iowa Lakes Community College

Marsha Swanson
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©1993 Marsha Swanson

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Education Commons](#)

Recommended Citation

Swanson, Marsha, "Analysis and design of child care curricular courses at Iowa Lakes Community College" (1993). *Graduate Research Papers*. 3385.

<https://scholarworks.uni.edu/grp/3385>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

Analysis and design of child care curricular courses at Iowa Lakes Community College

Abstract

The early childhood profession has changed over the years in response to various social, economic, and political forces. These changes have led to concerns regarding how to best educate early childhood teachers.

Analysis and Design of Child Care Curricular Courses
at Iowa Lakes Community College

A Graduate Project
Submitted to the
Department of Curriculum and Instruction
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Marsha Swanson
February, 1993

This Development Project Report by: Marsha Swanson
Entitled: Analysis and Design of Child Care Curricular
Courses at Iowa Lakes Community College
has been approved as meeting the graduate paper
requirement for the Master of Arts in Education Degree.

Charles R. May

July 16, 1993
Date Approved

Director of Research Paper ✓

Charles R. May

July 16, 1993
Date Approved

Graduate Faculty Adviser ✓

Marvin Heller

July 16, 1993
Date Approved

Graduate Faculty Reader

Peggy Ishler

July 16, 1993
Date Approved

Head, Department of Curriculum
and Instruction

Table of Contents

I.	CHAPTER I - INTRODUCTION.....	1
	Purpose of the Project.....	3
	Need for the Project.....	3
	Limitations.....	4
	Definitions.....	4
II.	CHAPTER II - REVIEW OF LITERATURE.....	8
	Changes in the Profession.....	8
	Components of Quality Child Care.....	9
	Roles of the Early Childhood Teacher.....	11
III.	CHAPTER III - ANALYSIS & SYNTHESIS OF FACTORS AFFECTING CURRICULUM.....	13
	Body of Knowledge Necessary for Teachers.....	13
	Need for Specialized Training Programs.....	14
	Types of Training Programs.....	17
	Explanation of ILCC's Curricular Courses.....	19
IV.	CHAPTER IV - CURRICULUM IMPLEMENTATION PLAN..	21
	Planning Stage.....	21
	Implementation Stage.....	24
	Further Study & Future Plans.....	25
V.	CHAPTER V - EVALUATION PLAN	27
	Research Needed.....	29
VI.	CHAPTER VI - SUMMARY AND CONCLUSIONS.....	31
	Summary.....	31

Conclusions.....	32
Reference List.....	36
Appendices.....	40
A. ILCC Child Care Program Curriculum.....	41
B. Course Syllabi.....	42
C. Practicum Handbook.....	86
D. Evaluation Forms Used by Staff for Course Projects, Professional Resource Files, Activity Card Files, & Practicum.....	138
E. Evaluation Forms Used by Students for Practicum & Courses.....	148
F. Evaluation Forms Used by Professionals for Practicum.....	156
G. Professional Resource File Guidelines...	162
H. Activity Card File Guidelines.....	171

CHAPTER I

INTRODUCTION

The early childhood profession has changed over the years in response to various social, economic, and political forces. These changes have led to concerns regarding how to best educate early childhood teachers.

There has been a substantial amount of research indicating that the delivery of services to children in the United States is presently inequitable, segregated, and lacking in the quality that should characterize the early childhood system (Kagan, 1989). Professionals in early childhood education such as Morgan (1991) and Schweinhart (1987) have identified the components of "quality" care and have found one of the most effective contributors to quality is the education of teachers or care providers; therefore, this researcher believes that the most important issue in early childhood for the United States is the provision of quality early childhood teacher education. Educational institutions must acknowledge the importance of their role in preparing early childhood teachers of both sexes who are flexible and creative as they function in our contemporary society (Clyde, 1990). The

researcher's experiences in educating early childhood teachers, coupled with the goals of the community college where the project is being carried out, place her in a favorable position to contribute data to the problem in question.

As citizens of the United States deliberate on what is best for their children, the question of what educational qualities are needed by those who will care for children grows increasingly critical. There must be agreement on a body of knowledge which is fundamental and necessary for professionals to deliver developmentally appropriate curriculum to young children. In order to effectively implement developmentally appropriate curriculum, teachers must follow NAEYC guidelines for teacher training. In these guidelines, three policies are considered essential. First, early childhood professionals should have college-level specialized preparation in early childhood educational practices and child development. This preparation should be specifically designed for teaching young children through a concrete, experiential approach including a foundation in child development, developmentally appropriate instructional methods, and field experiences. Second, early

childhood professionals should have practical experience teaching the age group. And third, implementation of developmentally appropriate early childhood curriculum requires limiting the size of the group and providing sufficient numbers of adults to provide individualized and age-appropriate care and education (Bredekamp, 1987).

Purpose of the Project

The purpose of this project is to analyze the design of the four courses which focus on early childhood curriculum methods within the Child Care Program at Iowa Lakes Community College (ILCC). In meeting this purpose, the following questions are asked: (a) Is it important that early childhood teachers be trained in early childhood curriculum? (b) What does an early childhood teacher need to know about curriculum in early childhood programs? (c) How are ILCC's Child Care courses in curriculum designed? (d) What changes should be made in these courses?

Need for the Project

The 1990 National Child Care Staffing Study (Whitebook, Howes, & Phillips) and other studies (Bredekamp, 1991, Morgan, 1991, Schweinhart, 1987) have documented the need for educating early childhood

staff. In light of new information being released by various sources such as the National Association for the Education of Young Children's (NAEYC) National Institute for Early Childhood Professional Development, established in 1991, Wheelock College's Center for Career Development in Early Care, established in 1990, and the Child Care Employee Project, established in 1989, it is evident there is a need for studying the proper method for training early childhood teachers.

Limitations

Limitations of this paper are the following: (a) accessing only two university libraries, (b) accessing data currently being accumulated but not yet available by the groups mentioned above, and (c) accessing techniques and evaluation instruments currently being developed.

Definitions

The following terms will be used in this paper:

Child care--care and education of individuals birth through age 8; synonymous with day care, preschool, and early childhood education.

Developmentally appropriate practice--the National Association for the Education of Young Children (NAEYC) has published a position statement on

developmentally appropriate practice in early childhood programs. In this statement, the concept of developmental appropriateness has two dimensions: age appropriateness and individual appropriateness (Bredekamp, 1987). In other words, for the curriculum content and teaching strategies to be developmentally appropriate they must be age appropriate and individually appropriate. Bredekamp (1987) defines age appropriateness and individual appropriateness as follows:

- 1) age appropriateness - Human development research indicates that there are universal, predictable sequences of growth and change that occur in children during the first 9 years of life. These predictable changes occur in all domains of development - physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.
- 2) individual appropriateness - Each child is a unique person with an individual pattern and timing of growth, as well as an individual personality, learning style, and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas, and people. These experiences should match the child's developing abilities, while also challenging the child's interest and understanding. (p. 2)

Early childhood--birth through age 8.

Early childhood teacher--an individual who

provides the care and education for children birth through age eight; synonymous with child care provider, caregiver, and preschool teacher.

Early childhood teacher trainee-- an individual involved in a post-secondary training program for teachers working with children birth through age 8.

ILCC--Iowa Lakes Community College; a comprehensive community college dedicated to meeting the educational needs of the people of the immediate geographical area and the broader region that includes northwest Iowa and southwest Minnesota.

ILCC Child Care curricular courses--a planned course of study for early childhood teachers including methods for planning, implementing, and evaluating (a) play, (b) creative arts activities, and (c) inquiry activities in early childhood programs; specifically courses CC123A Play and Creative Arts, CC124A Inquiry Activities, CC134A Curriculum Planning, and CC121A Practicum I.

NAEYC--National Association for the Education of Young Children; the largest early childhood education professional association in America.

Site supervisor--an individual at an ILCC Child Care Practicum Site who supervises the practicum

experience for an ILCC Child Care student

Teacher training--a planned course of study to educate teachers; currently accepted as synonymous with teacher education

CHAPTER II

REVIEW OF THE LITERATURE

Changes in the Profession

The field of early childhood care and education is now at a moment of crisis and opportunity. As of 1988, 50% of mothers with children under one year of age were returning to work. By the end of 1987, 56% of all American children were living in families in which both parents work or in which a single parent, usually the mother, was working outside the home (Morgan, 1991).

The National Child Care Staffing Study (Whitebook, Howes, & Phillips, 1990) included the following statistics on changes in the profession:

Staff turnover has nearly tripled in the last decade, jumping from 15% in 1977 to 41% in 1988. Compared with a decade ago, child care centers in the United States receive fewer governmental funds, are more likely to be operated on a for-profit basis, and care for a larger number of infants. (p. 4)

Twice as many of the teaching staff were members of minorities in 1988 (32%) than in 1977 (15%). While less than half of women in the civilian labor force have attended college, more than half of the assistant teachers and almost three-quarters of the teachers in the study had some college background. Although, in 1988, more of the teaching staff had completed some college, fewer had received a college or graduate degree than in 1977. (p. 8-9)

Further, Costley (1991) stated that "even if all of the graduates of early childhood teacher training programs

from two-year and four-year colleges were recruited to work in center based or family child care programs (many become kindergarten teachers instead), we would still have only a fraction of the early childhood practitioners needed nationally" (p.1).

Along with these trends, there seems to be a transformation of attitudes about the importance of early childhood and early childhood teachers. Preventing problems before they begin and strengthening families and communities reflect current thought. Two key forces have led to the current receptivity for change: (a) a growing sense that early childhood education in past years has been only marginally effective, and (b) a willingness to learn from the past about how to structure new approaches to early childhood (Kagan, 1989).

Components of Quality Care

Leaders in early childhood education have identified the components of "quality" care. The education of early childhood teaching staff and the arrangement of their work environment are essential determinants of the quality of services to children (Eheart, 1987). Morgan (1991) concluded that the key to quality lies in the professional development

of practitioners. The National Child Care Staffing Study (Whitebook, Howes, & Phillips, 1990) found that quality early childhood centers had better educated and trained staff and "were more likely to meet staff training provisions contained in the 1980 Federal Interagency Day Care Requirements" (p. 4). In addition, children in centers with undertrained staff were less competent in language and social development. Schweinhart (1987) found that the key feature of a good program is a developmentally appropriate curriculum and a staff trained in early childhood development. While it is widely accepted that a developmentally appropriate environment, one with well-trained and consistent staff in sufficient numbers, moderately-sized groupings of children, and proper equipment and activities, will lead to good care, many individuals do not understand what constitutes a developmentally appropriate curriculum.

The 1990 Iowa Department of Education's summary of the Iowa Local School Districts' Early Childhood Advisory Committee Reports documents this lack of understanding of the term "developmentally appropriate". The National Association for the Education of Young Children (NAEYC) has recognized this

problem also and continues to work toward a clearer and more complete definition of developmentally appropriate curricula.

Much work also is being completed by NAEYC and others on how to train teachers correctly to plan and present the developmentally appropriate curricula to young children. The Full Cost of Quality Campaign initiated by NAEYC is an effort to identify both the components and levels of the cost of quality child care (Willer, 1990).

Roles of the Early Childhood Teacher

In order to provide guidance for teacher education programs, several individuals have recently studied the roles of the early childhood teacher. Saracho (1988a & b) and Clyde (1990) have identified a variety of roles that are necessary for an early childhood teacher such as curriculum designer, diagnostician, organizer of instruction, counselor, and advisor. The training of early childhood teachers should reflect the variety of these roles involved in providing a broad array of services (Lombardi, 1992). Whitebook, Howes, & Phillips (1990), found 97% of the teaching staff to be female and 81% younger than forty. These facts, in conjunction with the outdated attitudes held by many

about the family and women's work, obscure our view of the demands of early childhood teacher's work. Too often a job in early childhood education is seen as an extension of women's familial role of rearing children, and therefore, it is assumed no training or education is required. Saracho (1988a & b) and Snider and Fu (1990) stated that early childhood teacher education programs should evaluate their goals, content, and field experiences to determine if the information required to function in these early childhood teacher roles is offered within the training program.

CHAPTER III

ANALYSIS AND SYNTHESIS OF FACTORS AFFECTING CURRICULUM

Body of Knowledge Necessary for Early ChildhoodTeachers

There must be agreement on a body of knowledge which is fundamental and necessary for teachers working in early childhood. Cornelius (1988), NAEYC, (1988), Ebbeck (1990), and Barbour and Pease (1983) felt that if early childhood teachers are to be recognized as professional decision makers and authorities about children, a closer look should be taken at how they are being trained academically.

Katz (1988) observed that the education of teachers for early childhood education is a concern to many groups: national government bodies, local educational authorities, the heads and teachers in the receiving schools and their clients, teacher educators, and the students themselves. She also identified six dilemmas in early childhood teacher education with one of these being the extent to which teacher educators emphasize coverage versus mastery of the content and skills present in a course. "All teachers, at every level are pulled in opposite directions: the more covered, the less mastered. The wider the scope of the

content and skills, the less mastery of it can be achieved..." (p. 4). In addition, Katz concluded that "it is reasonable to assume that the mastery approach would give students greater feelings of competence and confidence" (p. 4).

NAEYC guidelines state three criteria for implementing developmentally appropriate curriculum that are deemed essential in teacher training (Bredekamp, 1987):

First, "Early childhood teachers should have college-level specialized preparation in early childhood education/child development. This preparation should be specifically designed for teaching young children through an individualized, concrete, experiential approach. Such preparation includes a foundation in theory and research of child development, developmentally appropriate instructional methods, and field experiences." Secondly, "Early childhood teachers should have practical experience teaching the age group." And thirdly, "Implementation of developmentally appropriate early childhood programs requires limiting the size of the group and providing sufficient numbers of adults to provide individualized and age-appropriate care and education." (p. 14)

Need for Specialized Training Programs

The need for early childhood teachers with specialized training is documented in the literature (Phillips and Howes, 1987, Snider and Fu, 1990, Costley, 1991). Eheart (1987) stated the following, "A key to quality child care is the provision of specific

training in child care for the caregivers" (p. 1). He concluded that specialized training is a powerful index of competence for caregivers and is strongly and positively linked to program quality.

Training must provide the knowledge and skills needed for the full range of roles and specializations which comprise the early childhood field. For example, training must be designed to respond to the specific needs of teachers in child care centers as well as family child care. It should also be organized to prepare specialists in infant-toddler care, pre-school, school-age care, and administrative roles.

The issue of providing appropriate training programs for early childhood teachers is complicated by: (a) the multi-disciplinary nature of early childhood programs, (b) the existing variety of training programs available to teachers, and (c) the fact that early childhood programs can be conducted in a number of settings. Specialized training is acquired through 2, 4, and 5 year postsecondary teacher education programs which furnish the "...time and resources necessary to provide an education leading to the development of knowledgeable, flexible, and creative people capable of meeting the present and

anticipated needs of children and families" (NAEYC, 1982, p.xi). In 1982 and 1985, NAEYC established guidelines for two-year, baccalaureate, and fifth-year early childhood teacher education programs as a means of establishing a standard of excellence for training (NAEYC, 1982 & 1985). In 1991, however, the NAEYC National Institute for Early Childhood Professional Development stated that there were insufficient numbers of specialized early childhood training programs to provide qualified personnel for all the possible positions or to prepare future leaders in the field (Bredekamp, 1991).

The National Child Care Staffing Study (Whitebook, Howes, & Phillips, 1990) included the following statistics on specialized training:

Sixty-six percent of the teaching staff viewed child care as a career rather than as a temporary job. This was particularly true of those with specialized training in early childhood education. Those belonging to either a professional organization or a union had more specialized training and experience, earned \$1.50 more per hour, and were less likely to leave their jobs. (p. 9)

Alto, this study concluded that the amount of formal education obtained by a teacher was the strongest predictor of appropriate teacher behavior, with specialized training emerging as an additional

predictor in infant classrooms. "In all classrooms, the teaching staff's level of formal education best predicted sensitive, less harsh, and less detached caregiving" (p. 9).

Types of Training Programs

One controversy in the area of early childhood teacher training is whether the sheer "amount" of education or the "substance" of the education is more important in training the teacher to understand developmentally appropriate practice. Katz (1984) stated that virtually no research concerning the relative effectiveness of alternative approaches to the training of early childhood teachers had been conducted.

A study by The Center for Career Development in Early Care and Education at Wheelock College in Boston, Massachusetts (Azer et al., 1992) is currently underway to gather data regarding the status of early childhood training and career development efforts in all fifty states.

It will be the first national compendium of information about staff qualifications requirements, available training resources, higher education models and access, and federal funding streams for all program types. The report will also highlight promising practices for developing, coordinating, and funding early care and education career development. (p. 1)

The study will compile information on the following:

(a) patterns in early childhood teacher certification and staff licensing standards, (b) the current structure of financing early childhood training, (c) the configuration of the existing training delivery system, (d) coordinated statewide planning efforts, and (e) barriers and emerging initiatives.

Morgan (1992) identified the following types of training programs currently in the United States: independent workshops and training, approved workshops, local Continuing Education Unit (CEU) training that does not follow national guidelines, Child Development Associate (CDA), individual courses for college credit, competency demonstration for college credits, certificate and diploma programs for college credit, associate degree programs, baccalaureate degree programs, and graduate degree programs.

The preliminary findings of "The State of the States Report" (Azer et al., 1992) express that 67% of the states indicate that community colleges are widely used as providers of early childhood teacher training. Iowa Lakes Community College's (ILCC's) Adult Education Department provides early childhood workshops and training courses.

Explanation of ILCC's Curriculum Courses

The Child Care Program at Iowa Lakes Community College (ILCC) is a career option program established in 1989. It consists of a CDA training option , an 18 semester credit Child Development Certificate option, a 1 year Child Care Assistant Diploma Program, and a 2 year Child Care Associate of Science Degree Program. The curriculum is composed of general education courses, specialty courses, and related Practicum experiences (on-the-job training). Upon completion of the program, students can assume positions of responsibility in early childhood education careers such as nannies, home day care providers, and early childhood assistants or teachers in child care centers, preschools, public and private classrooms and recreation centers, or they may transfer to a four-year institution for further education. A complete listing of the curriculum is included in Appendix A. It is the philosophic position of the program that care and education of young children are inseparable: that good care cannot take place without teaching children and that good education cannot take place in the absence of care (Elkind, 1988, Galinsky, 1990, Kagan, 1988, & Mitchell, 1989).

The NAEYC Guidelines for Early Childhood Education
Programs in Associate Degree Granting Institutions
recommend:

the core curriculum in professional studies consists of coursework and field experiences designed to provide theoretical knowledge and practical skills in...curriculum planning for young children, including content and methods of planning developmentally appropriate activities and environments designed to enhance children's cognitive, social, emotional, physical, and creative development; planning, implementing, and evaluating developmentally appropriate activities for young children in a variety of areas such as language, mathematics, science, social studies, health, safety, nutrition, art, and music. (p. 5)

The ILCC Child Care Program includes these NAEYC recommendations. For the purposes of this project, the ILCC Child Care Curricular Courses have been identified as CC123A Play and Creative Arts, CC124A Inquiry Activities, CC134A Curriculum Planning, and CC121A Practicum I. Course descriptions are included in the syllabi (Appendix B).

CHAPTER IV

CURRICULUM IMPLEMENTATION PLAN

Planning Stage

Based upon the literature's recognition of the need for specialized training of early childhood teachers in order to improve the quality of child care, the ILCC Child Care Program curriculum was initially approved by the Iowa Department of Education in 1988. The approved program was implemented beginning the fall semester of 1989. After completion of the first two-year sequence of the program and graduation by the first group of students, analysis of the curriculum was completed by the ILCC Child Care Staff and Child Care Program Advisory Committee with additional consideration of student evaluations and Site Supervisor comments.

The recommendations from this group were to expand curricular course offerings, credits, and course projects with more time included for actual hands-on experiences by students. As a result, the following changes were made in the program requirements:

(a) CC123A Play and Creative Arts was changed from a four credit course to a three credit course (including 17 lab hours) with a new course description, (b) CC124A

Inquiry Activities was added for three credits (including 17 lab hours), (c) CC121A Practicum I was increased to two credits thus allowing for seven hours per week on-the-job and one hour per week in class for discussion of assignments. These course changes have been made; however, some corresponding course materials remain to be designed. The timeline for this project to date is as follows:

- 1988, State Department of Education approval of ILCC Child Care Program Curriculum
- 1989, Fall Semester, beginning of the ILCC Child Care Program Instruction
- 1991, Spring Semester, first group of students to graduate with A.S.Degree
- 1991, Fall Semester, analysis and revision of the curriculum
- 1992, Spring and Summer Semester, implementation of revised curriculum and design of course materials; collaboration with Iowa State Department of Education towards development of statewide course competencies and involvement on the Iowa Child Care Advisory Council's Training Subcommittee; collaboration with secondary Home Economics programs towards

specific course articulation in the ILCC Child
Care Program

As explained earlier, part of the purpose of this researcher's graduate project is to recommend and design changes in ILCC's Child Care Curricular courses. Therefore, the dateline for projected completion of this project is as follows:

- 1992, Fall Semester, analysis of the revised curriculum by the ILCC Child Care Program Advisory Committee and continued development of course materials; continued involvement with the Iowa Department of Education and the Iowa Child Care Advisory Council's Training Subcommittee towards the design of an overall training plan for Iowa & analysis of ILCC's position in this plan
- 1993, Summer, & Fall Semesters, study of Iowa's Associate Degree programs in Early Childhood Education to compare overall curriculum and/or specific course content and competencies
- 1993, Fall Semester, design and distribution of a survey to alumni for evaluation of the ILCC Child Care Curricular Courses' content and

applicability to job requirements and skills

- 10 year ILCC long-range plan, building of the ILCC Child Care Center

Implementation Stage

To date, the researcher has completed the following portions of this project:

- development of course syllabi and project assignments (Appendix B) The decision was made by the researcher, to have the students learn how to use a unifying theme for planning young children's activities during CC134A Curriculum Planning. Katz (1988) found that great universities insist on eclecticism, but this philosophical belief of presenting a variety of approaches to beginning students may only confuse them. Students will be made aware that there are views towards planning curriculum other than the use of a unifying theme and they should cultivate their own view as they gain experience.

- development of Practicum Handbook and Practicum I Supplement & Assignments (Appendix C)

- development of all evaluation forms (Appendices D, E, & F)

- development of Professional Resource File guidelines (Appendix G)

- development of Activity Card File guidelines
(Appendix H).

This researcher is a member of the Iowa Child Day Care Council which oversees the state's expenditure of funds from the Act for Better Child Care and is also a member of the Iowa Child Care Advisory Council's Training Subcommittee which is conducting meetings to discuss the stages involved in planning a comprehensive career development program for Iowa. Also, the Iowa Department of Education's Home Economics Consultants have coordinated efforts between the Iowa Community College Child Care Programs and has begun the development of statewide course competencies which will assist in articulation. This researcher is involved in this process also.

Further Study and Future Plans

Further study of Iowa's Associate Degree programs in Early Childhood Education needs to be conducted to compare overall curriculum and/or specific course content and competencies. This may be accomplished by a group of individuals and is in the project plan for 1993 Summer and Fall Semesters. Study is also needed to learn about the transferrability of course work to other post-secondary institutions.

Future plans for 1993 include design and distribution of a survey to alumni for evaluation of the ILCC Child Care Curricular Courses' content and applicability to job requirements and skills. Employers of ILCC Child Care Graduates will also be surveyed.

The establishment of a child care center on the ILCC Campus serving approximately 100 children ages 6 weeks to 12 years is in the planning stages and is a part of ILCC's long-range plan. This facility will serve as a model to the child care students and provide opportunities for some Practicum experiences. Students will need to continue to be placed for Practicum experiences at sites in the geographic area described even though these may not all be exemplary programs. The assumption is that not all students will be placed in sites with teachers who understand and implement developmentally appropriate practices and students will also not have opportunities to implement these practices and to reinforce their professional knowledge learned in college classes. Therefore, it will be appropriate to have a model facility on campus to allow for this important kind of student involvement.

CHAPTER V

EVALUATION PLAN

Assessment of students' progress is one of the most difficult predicaments facing teacher educators (Katz, 1988). Some parts of a course are more appropriately assessed analytically and some holistically. As a result, it is wise to utilize various evaluation methods.

The success of the ILCC Child Care Curricular Courses will be evaluated using various methods. Three main groups of people will be involved: (a) ILCC Child Care staff, (b) ILCC Child Care students, and (c) Child Care professionals.

The ILCC Child Care staff are committed to ongoing evaluation of existing courses to make sure they deal with upcoming needs in the field. For example, courses will be re-examined to determine the extent to which they incorporate a multi-cultural perspective. The staff will evaluate all course projects, the Professional Resource Files, and the Activity Card Files using the forms designed (Appendix D). ILCC staff will evaluate Practicum experiences by utilizing on-site visitations and consultations, conversations with the Practicum Site Supervisors, reviewing

student's weekly practicum journals and assignments, and completing a student evaluation form at the end of the semester's experience (Appendix D). Understanding of course content will also be evaluated with tests and quizzes given by the staff throughout the semester.

The ILCC Child Care students will provide feedback on each course by completing a course evaluation form. In addition, students will complete forms evaluating their Practicum experience (Appendix E).

Child Care Professionals in day care centers, preschools, Head Start, kindergartens, and developmental preschools in the five counties served by ILCC are asked if they desire to serve as a Site Supervisor for a Practicum Student by allowing a student to work at their site. These Site Supervisors will complete written evaluation forms on their students (Appendix F) as well as provide continual verbal evaluation during the student's placement period. Several of these same individuals will serve on the ILCC Child Care Program Advisory Board which meets annually to evaluate the program's curriculum content.

Future evaluation plans include the design and distribution of a survey to alumni and to employers.

This will provide for evaluation of the applicability of ILCC Child Care Curricular Courses' content to job requirements and skills.

Research Needed

Research is needed to determine if early childhood curriculum planning courses have statistically significant effects on teacher trainees' understanding of developmentally appropriate practice. Also needed are studies to determine whether early childhood teacher trainees' knowledge of developmentally appropriate practice is reflected in their actual classroom interactions with young children.

Further research is also needed on (a) the effects of practicum experiences in sites using developmentally appropriate practice vs. practicum experiences in sites that don't, (b) the effects of practicum experiences on student's understanding of developmentally appropriate practice, and (c) which specific courses in teacher training have the most impact on student's understanding of developmentally appropriate practice. With this new information, the early childhood teacher training programs can be more accurately evaluated.

Further development of instruments for evaluating

a student's knowledge of developmentally appropriate practice is needed. Perhaps such instruments as the Classroom Practices Inventory (Hyson, Hirsh-Pasek, & Rescorla, 1989) or the Developmentally Appropriate Practice Inventory (Lane, Castel, & Wilson, 1990) will be further tested and accepted by the profession.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

The purpose of this project was to analyze the design of the four courses which focus on early childhood curriculum methods within the Child Care Program at Iowa Lakes Community College (ILCC). In achieving this purpose, the following questions were answered:

(a) Is it important that early childhood teachers be trained in early childhood curriculum methods? It has been determined that training is essential to high quality early childhood services and that good quality services are essential to the developmental and economic well-being of our children and families (Bredekamp, 1991, Costley, 1991, Eheart, 1987, Morgan, 1991, Schweinhart, 1987).

(b) What does an early childhood teacher need to know about curriculum in early childhood programs? The need for early childhood teachers with specialized training is documented in the literature (Costley, 1991 Eheart, 1987, Phillips and Howes, 1987, Snider and Fu, 1990, Whitebook, Howes, & Phillips, 1990). This specialized training may be delivered through

workshops, Child Development Associate (CDA), certificate and diploma programs, associate degree programs, baccalaureate and graduate degree programs.

(c) How are ILCC's Child Care courses in curriculum designed? Four courses in the ILCC Child Care program were utilized for this project. Course syllabi, project assignments, practicum handbooks, and evaluation methods were explained.

(d) What changes should be made in these courses? Recommendations from ILCC Child Care staff, students, Practicum Site Supervisors, and the program advisory committee were taken into consideration in the decision to expand curricular course offerings, credits, and course projects to include more actual hands-on experiences by students. This plan provided more specialized training. A dateline was prepared for implementation of this plan.

Conclusions

If early childhood teachers are to be recognized as professional decision makers and authorities about our children, we need to look more closely at how they are being trained. Several groups in the United States are currently involved in advocating for appropriate training of early childhood teachers and these

developments at the state and national level are encouraging. For example, the Child Care Employee Project, Oakland, CA has launched a five-year "Worthy Wage Campaign" with several purposes: one of these being to advocate for public policies that support increased training for caregivers. The task of improving the quality of child care services by upgrading the training of child care providers through this project will be worth watching.

According to Bredekamp (1991), the goal for the early childhood profession is that by the year 2001, all programs for young children will provide high-quality, developmentally appropriate care and education. Unless concerted effort is directed toward improving the preparation and stability of the early childhood work force, the field will never achieve this goal.

Training institutions have an important role to play in upgrading the quality of America's child care by assisting in training early childhood teachers to plan and provide developmentally appropriate curricula for all children. To this end, one of the five recommendations made as a result of the National Child Care Staffing Study (Whitebook, Howes, & Phillips,

1990) is "to promote formal education and training opportunities for child care teachers to improve their ability to interact effectively with children and to create developmentally appropriate environments" (p. 17).

Some states are creating a broad comprehensive approach to professional development that links informal training gained while in entry-level positions to certificate and degree programs, in a single continuum through graduate school. Morgan (1991) claimed:

...of particular interest over the next few years will be: states that are developing comprehensive statewide training plans, states that encourage developmentally appropriate teaching in public education by a teacher certificate that requires coursework in child development and a practicum with children younger than kindergarten, and states that address different levels of training and encourage coherent planning between informal training and college programs as well as articulation across college programs. (p. 5)

This researcher believes Iowa needs to develop this type of a comprehensive approach. The Iowa Child Care Advisory Council's Training Subcommittee is currently discussing the feasibility of developing a comprehensive statewide training plan for Iowa. This researcher and Iowa Lakes Community College will continue to be actively involved in this effort to

create a state-wide plan which includes several levels of early childhood teacher education. In addition, ILCC will continue to use the methods described to evaluate the success of its four Child Care Curricular Courses in training students to plan and prepare developmentally appropriate curricula for young children. Therefore, the researcher believes the time is right for the encouragement of innovative ideas in the training of early childhood teachers.

References

- Azer, S., Costley, J., Genser, A., Goodman, I., Lombardi, J., McGimsey, B., & Morgan, G. (1992). The state of the states report: Preliminary findings. Boston, MA: Wheelock College, The Center for Career Development in Early Care and Education.
- Barbour, N. & Pease, D. (1983). Preparation of early childhood teachers. (Reprint CE-13). Washington, DC: Association for Childhood Education Intl.
- Bredenkamp, S. (Ed.). (1987). NAEYC position statement on developmentally appropriate practice in early childhood programs serving children from birth to age 8 (Expanded ed.). Washington, DC: NAEYC.
- Bredenkamp, S. (1991). A vision for early childhood professional development. Young Children, 47(1), 35-37.
- Clyde, M. (1990). What does a professional early childhood educator really do to meet the needs of children? Early Child Development and Care, 58, 15-22.
- Cornelius, G. (1988). Critical skills for the early childhood educator. Early Child Development and Care, 36, 165-172.
- Costley, J. (1989). Career development systems in early care and education: A planning approach. Boston, MA: The Center for Career Development in Early Care and Education.
- Ebbeck, M. (1990). Preparing early childhood personnel to be pro-active, policy-making professionals. Early Child Development and Care, 58, 87-95.
- Eheart, B. (1987). Training day care providers. (ERIC Document Reproduction Service No. ED 281608). 77.
- Elkind, D. (1988). Educating the very young: A call for clear thinking. NEA Today, 6, 22-27.

- Galinsky, E. (1990). I have seen the beginnings of a transformation in attitudes. Young Children, 45, 2, 76-77.
- Hyson, M., Hirsh-Pasek, K., and Rescorla, L. (1989). The classroom practices inventory: An observation instrument based on NAEYC's guidelines for developmentally appropriate practices for 4-and 5-year-old children. Newark, DE: University of Delaware, Department of Individual and Family Studies. (ERIC Document Reproduction Service No. ED 310858).
- Iowa Department of Education. (1990). Iowa local early childhood advisory committee reports: An analysis of community programs, needs, and possibilities. Des Moines, IA: Department of Education.
- Kagan, S. (1988). Current reforms in early childhood education: Are we addressing the issues? Young Children, 43, 27-32.
- Kagan, S. (1989). Early care and education: Tackling the tough issues. Phi Delta Kappan, 70, 432-439.
- Katz, L. (1984). The education of preprimary teachers. Current Topics in Early Childhood Education, 5, 209-226.
- Katz, L. (1988). Issues and dilemmas in early childhood teacher education. Paper presented at the second conference in honor of Marianne Parry, Bristol Polytechnic, Bristol, England. (ERIC Document Reproduction Service No. ED 294690).
- Lane, M., Castle, K., and Wilson, E. (1990). Developmentally appropriate practice inventory. Unpublished inventory, Stillwater: Oklahoma State University.
- Lombardi, J. (1992). Early childhood 2001: Advocating for comprehensive services. Young Children, 47(4), 24-25.
- Mitchell, A. (1989). Old baggage, new visions: Shaping policy for early childhood programs. Phi Delta Kappan, 70, 665-672.

Morgan, G. (1991). Career progression in early care and education: A discussion paper. Boston, MA: The Center for Career Development in Early Care and Education.

Morgan, G. (1992, June). A new vision for early childhood professional development: A career progression perspective. Paper presented at the first annual conference of NAEYC's National Institute for Early Childhood Professional Development, Los Angeles, CA.

National Association for the Education of Young Children. (1982). Early childhood teacher education guidelines for four-and five-year programs. Washington, DC: NAEYC.

National Association for the Education of Young Children. (1984a). Accreditation criteria and procedures for the national academy of early childhood programs. Washington, DC: NAEYC.

National Association for the Education of Young Children. (1984b). Position statement on nomenclature, salaries, benefits and status of the early childhood profession. Young Children, 40(1), 52-55.

National Association for the Education of Young Children. (1985). Guidelines for early childhood education programs in associate degree granting institutions. Washington, DC: NAEYC.

National Association for the Education of Young Children. (1988). Early childhood teacher education: Traditions and trends. An executive summary of colloquium proceedings. Young Children, 44, 53-57.

National Association for the Education of Young Children. (1991). NAEYC to launch new professional development initiative. Young Children, 46(6), 37-39.

Phillips, D. and Howes, C. (1987). Indicators of quality child care: review of research. Quality in Child Care: What Does Research Tell Us? Washington, DC: NAEYC.

- Saracho, O. (1988a). A study of the roles of early childhood teachers. Early Child Development and Care, 38, 43-56.
- Saracho, O. (1988b). An evaluation of an early childhood teacher education curriculum for preservice teachers. Early Child Development and Care, 38, 81-101.
- Schweinhart, L. (1987). When the buck stops here: What it takes to run good early childhood programs. High/Scope Resource, 6, 1,9-13.
- Snider, M. and Fu, V. (1990). The effects of specialized education and job experience on early childhood teacher's knowledge of developmentally appropriate practice. Early Childhood Research Quarterly, 5, 69-78.
- Whitebook, M., Howes, C., and Phillips, D. (1990). Who cares? Child care teachers and the quality of care in America: Final report of the National Child Care Staffing Study. Oakland, CA: Child Care Employee Project.
- Willer, B. (Ed.). (1990). Reaching The Full Cost Of Quality In Early Childhood Programs. Washington DC: NAEYC.

Appendices

Appendix A
ILCC Child Care Program Curriculum

IOWA LAKES COMMUNITY COLLEGE
CHILD CARE PROGRAM
CURRICULUM

Course Title	Contact Hours			Credits
	Lec	Lab	Prac	
<u>FIRST SEMESTER</u>				
CC100A Orientation to College	12			0
CC114A Principles of Child Care	56			3
CC111A Child Development Study Tour			75	1
HL102A Child Growth & Development	56			3
PE213A First Aid	56			3
CC112A Child Health, Safety, & Nutrition	37			2
ED203A Children's Literature	56			3
CS101A Computer Familiarization	19			1
				<u>16</u>
<u>SECOND SEMESTER</u>				
CC123A Play and Creative Arts	37	37		3
CC124A Inquiry Activities	37	37		3
CC125A Behavior and Guidance of Children	56			3
CC121A Practicum I			150	2
SP113A Speech Fundamentals	56			3
CC101A Interim	24			1
				<u>15</u>
<u>THIRD SEMESTER (Summer)</u>				
CC122A Special Children	37	37		3
CC131A Nanny Orientation	19			1
CC134A Curriculum Planning	56			3
CC132A Professional Development	37			2
				<u>9</u>
<u>Diploma</u>				
<u>FOURTH SEMESTER</u>				
CC213A Contemporary Issues in Child Care	56			3
CC211A Practicum II			150	2
SS223A Marriage and the family	56			3
_____ Science Requirement	75			4
_____ Math Requirement*	56			3
* Course selection depends on level of math competency				<u>15</u>
<u>FIFTH SEMESTER</u>				
CC223A Administration of Programs for Children	56			3
CC221A Practicum III			75	1
EN113A English Comp. I	56			3
PY113A Gen. Psychology	56			3
_____ SS123A Social Problems	56			3
_____ or SS113A Intro to Sociology	56			3
BS103A Computer Applications in Business	56			3
CC201A Interim	24			1
				<u>17</u>
<u>Assoc. of Science Degree</u>				<u>72</u>
				Total 72

Appendix B
Course Syllabi

COURSE SYLLABUS

PLAY AND CREATIVE ARTS

COURSE NUMBER CC123A

3 SEMESTER CREDITS

CHILD CARE PROGRAM

HEALTH/LIFE SERVICES DEPARTMENT

IOWA LAKES COMMUNITY COLLEGE

TABLE OF CONTENTS

SECTION	PAGE
I. General Description	1
Course Title	1
Course Number	1
Course Description	1
Entrance Requirements & Prerequisites	1
Credits	1
Location & Course Length	1
Required Text	1
Methods, Techniques, & Procedures	1
Student Course Grade	1
Course Grade Analysis	1
Course Requirements	2
Policy For Borrowing Reference Mat.	2
II. Organization & Purpose	2
Philosophy Statement	2
Course Goal	3
Units of Study	3
Class Schedule	3
III. Support Materials	3
Assignments, Projects, Activities & Evaluation Devices	3
Resource Materials	4
Audio-Visual Aids	4
Student Supplies	4
Participatory Bulletin Board Form	5
Article Report Form	6
Course Schedule	7-8

I. GENERAL DESCRIPTION

TITLE: Play and Creative Arts

COURSE NUMBER: CC123A

COURSE DESCRIPTION: Discusses the role of play and creativity. Emphasizes the development of early childhood teaching skills in the areas of art, music, creative movement, and language arts.

ENTRANCE REQUIREMENTS and PREREQUISITES: This course is primarily intended for freshmen students in their second semester of the ILCC Child Care Program. Students must have satisfactorily completed CC114A Principles of Child Care, CC111A Child Development Study Tour, and HL102A Child Growth and Development. Persons employed in the child care industry who can utilize the course for increased knowledge in play and creative arts for children, may enroll with special permission of the instructor.

CREDITS: 3 semester credits

LOCATION & COURSE LENGTH: This course is offered at the post-secondary level at Iowa Lakes Community College South Attendance Center in Emmetsburg, Iowa. It is offered during the spring semester. The course will meet four hours per week for seventeen weeks for a total of sixty-eight hours.

REQUIRED TEXTS: Creative Activities for Young Children, by Mary Mayesky, Delmar Publishers, Inc., 4th Edition, 1990. Teaching Toys, by Jean Warren, Totline Publishers, 1987.

METHODS, TECHNIQUES, & PROCEDURES: The course objectives may be attained by using various methods of instruction such as lecture, discussion groups, individual and group projects, and audio visual media. Occasionally guest speakers may be utilized.

STUDENT COURSE GRADE: The final course grade will be composed of points from the following areas:

1. Attendance (2 pts. per session) 62
2. Tests & Quizzes.....250
3. Assignments & Projects.....600
4. Bulletin Board..... 40
- TOTAL POINTS POSSIBLE.....952

A more detailed explanation of the course tests and assignments is included in Section III Support Materials.

COURSE GRADE ANALYSIS: The final course letter grade will be awarded according to total points earned by the end of the semester. Total points received divided by total points possible and multiplied by 100 will give the student the percentage and grade received. The percentage breakdown will

be as follows:

90%-100%.....	A
80%-89%.....	B
70%-79%.....	C
60%-69%.....	D
59%-.....	F

COURSE REQUIREMENTS: Class participation and completion of assignments are requirements of the course. Students must abide by all policies as stated in the Child Care Program Student Handbook.

Attendance at each class session is necessary to gain a comprehensive understanding of the course content. Attendance policy for class follows the Iowa Lakes Community College Child Care Program Student Policy which is written in the Child Care Program Student Handbook. Please contact the instructor prior to any required absence from class so that alternative assignments can be given. Unannounced quizzes missed by the absent student may not be made up.

All written assignments must be legibly written in ink or typed as designated. These must be received by the instructor on the scheduled due dates to receive full credit earned. In case of late assignments turned in and/or tests taken late, the course grade for that assignment or test will be reduced by ten percent for every weekday overdue.

POLICY FOR BORROWING REFERENCE MATERIALS: This course will require the use of many reference materials. Most references and books should be checked out from the ILCC Learning Center or area libraries. However, various references and books may be loaned to the student by the instructor. These references will be available on a check-out basis for a two week time period. Each reference has a sign-out card to complete:

Name: _____
 Phone: _____
 Title & Description of Material: _____

Date Due: _____

Students who fail to return materials by the end of the semester will be given an incomplete for a grade.

II. ORGANIZATION AND PURPOSE

PHILOSOPHY STATEMENT:

Creativity is natural to young children, however it is a delicate skill that can easily be destroyed. Therefore, it is important that teachers receive instruction in the meaning of creativity and the ways in which creativity can be stimulated in children. Encouragement of children's creativity must be placed high on the list of priorities for teacher training as early childhood centers are rapidly increasing in number and size.

This course is designed for the person who is dedicated

to helping young children reach their full potential through creative thinking and activities.

The instructor's main role in this course will be to manage the learning process and to provide an optimal learning environment in order to assist the student in meeting the course objectives. The environment will allow students to share ideas, think creatively, and be adaptable to situations that arise for additional learning. It will also have provisions for individual study for students with a desire to pursue competencies beyond those which are in the planned course of study.

The student will be expected to be responsible at all times in carrying out projects as assigned, flexible, willing to participate, and open to try new activities. It will be necessary at times for the students to role play as young children.

COURSE GOAL: Students will develop an awareness of, and an appreciation for creativity, creative children, creative teaching, and creative curriculum activities. Students will recognize the teacher's role in planning, presenting, and guiding creative activities.

UNITS OF STUDY:

1. Fostering Creativity & Aesthetics in Young Children
2. Planning & Implementing Creative Activities
3. Art & the Development of the Young Child
4. The Early Childhood Art Program
5. The Role of Creative Play in Development
6. Dramatic Play & Puppetry
7. Creative Movement
8. Creative Music
9. Creative Language Experiences
10. Creative Food Experiences
11. Creative Health & Safety
12. Creative Activities Involving Holidays
13. Creative Activities Involving Seasons

CLASS SCHEDULE: This course will meet four hours per week for seventeen weeks for a total of sixty-eight hours. A class schedule is included in Section III Support Materials.

III. SUPPORT MATERIALS

ASSIGNMENTS, PROJECTS, ACTIVITIES & EVALUATION DEVICES: Class participation and completion of assignments are requirements of the course. Assignments are listed on the attached course schedule. Instructions for assignments will be given by the instructor at the appropriate time. Instructions for the Bulletin Board Project are attached.

Several evaluation devices will be used. These include tests, unannounced quizzes, midterm and final tests, written & oral assignments, projects, and bulletin board displays. Tests may be comprised of true-false, multiple choice,

matching, completion, and essay items over text and other material shared in class.

RESOURCE MATERIALS:

1. Required text: Mayesky, Mary. (1990). Creative Activities for Young Children (4th ed.). Delmar Publishers, Inc.
2. Required text: Warren, Jean. (1987). Teaching Toys. Totline Publishers.
3. Kingore, Bertie & Higbee, Glenda. (1988). We Care. Scott, Foresman & Company.
4. Herr, Judy & Libby, Yvonne. (1990). Creative Resources for the Early Childhood Classroom. Delmar Publishers, Inc.
5. Sanford, Anne, et al. (1983). A Planning Guide to the Preschool Curriculum - Revised Ed. Kaplan Press.
6. Beckman, Carol, et al. (1982). Channels To Children. Colorado Springs, Colorado.
7. Debelak, Marianne, et al. (1981) Creating Innovative Classroom Materials for Teaching Young Children. Harcourt Brace Jovanovich, Publishers.
8. Various professional journals & periodicals.
9. Various media.
10. Class handouts.

AUDIO-VISUAL AIDS: Various handouts, transparencies, films, and videos may be used by the instructor.

STUDENT SUPPLIES: Each student will be required to obtain the following supplies and have them on hand when needed:

- 1 cardboard egg carton (with solid lid if possible)
- 1 cardboard pizza round
- 6-8 clothespins
- 1 pair panty hose
- 2 wire hangers
- 1 pair socks
- 1 large oatmeal box
- 2 rolls contact paper - your choice of color/design
- assorted construction paper
- 1 jar rubber cement
- assorted boxes & containers for storage of handmade projects
- other misc. items as needed to complete individual projects

Each student will be required to order 4"x 6" notecards, dividers, and file box if they do not have them from a previous class.

CC123A Play and Creative Arts

Participatory Bulletin Board Display

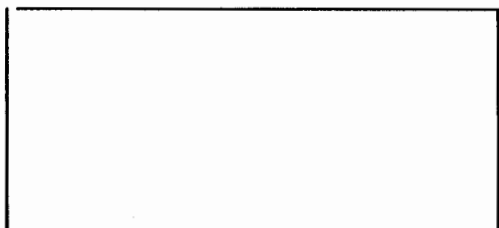
Prepare a participatory bulletin board display that would be appropriate for an early childhood classroom. The title should be in the form of a question & the bulletin board should encourage participation by the children. (See handout given last semester.)

Display the bulletin board, complete this form and give to the instructor at the appropriate time assigned. Failure to complete on time results in a 10% grade reduction per weekday late.

Name _____ Date Due _____
 Theme/curricular area/skills or concepts to be taught: _____

Goals/objectives:

Sketch & describe the display:



How do you envision utilizing this display at a child care site?

If you had your choice, where would you like this to be located at a child care site?

What would you change about the display for another time?

Scoring: 5 pts. possible per category = 40 total pts.

- _____ displayed on schedule
- _____ goals & objectives
- _____ message/caption/catches the eye
- _____ organized/easy to read & understand
- _____ creative/original/3-dimensional
- _____ balanced/overall unity
- _____ use of color, size, shape, texture
- _____ your evaluation, etc. as stated above
- _____ TOTAL

CC123A - Play and Creative Arts

ARTICLE REPORT

Written article report - complete this form for instructor.
Oral article reports - use this form for yourself as a
guideline of points to be shared with the class. You may
choose to read portions of the article to the class.
Inform the class on key issues contained in the article.

Student Name: _____ Date: _____

Title of Article: _____

Author _____ Source _____

Date of Issue _____ Page Number _____

Summary of article: (30 points possible)

What is the practical application of this information as it
relates to play and creative arts in the early childhood
classroom? (10 points possible)

What questions/concerns do you have about the actual usage by
an early childhood teacher of the information contained in
this article? (10 points possible)

Sample Course Schedule

Reading & project assignments appear in parenthesis.
Participatory bulletin boards will be individually assigned
so are not listed on this schedule. The other items listed
under each date will be activities done in class.

Monday

Jan. 13
Environ. video - NAEYC
(Chap. 3 & 4)

Jan. 20
Test 1 - Chap. 1-6
View computer games
(Chap. 7)
(Design & Equip Center due)

Jan. 27
Discuss handwriting
Maky nylon paddles
Motor activities
(Article Summary due)
(Chap. 9)

Feb. 3
Collage & gluing activities
Children's Devel.- art video
(Chap. 11)

Feb. 10
2 dimen. art activities
(Chap. 27)

Feb. 17
Autumn activities
Raising Amer. Child video
(Chap. 29)

Feb. 24
Creativity project
Midterm Exam

Thursday

Jan. 9
Syllabus
Creativity video -OKC
Winter activities(Chap. 30)
(Chap. 1 & 2)

Jan. 16
Comm. Playthings video & slides
(Chap. 5 & 6)
(Game of choice from Teaching
Toys book due)

Jan. 23
Make feely box
(Chap. 8)
(25 Fingerplays due)

Jan. 30
ISU Exten. stages of art slides
Art activities -drawing, chalk
(Chap. 10)
(25 Fingerplays due)

Feb. 6
Test 2 - Chap. 8-10
Teacher's Role in Art video
Paint activities
(Chap. 12)
(25 2-dimen. art activ. due)

Feb. 13
Valentine's Day activities
(Game of your choice due)

Feb. 20
Holiday activities
(Chap. 24, 25, 26)
(Flannel Board Story due)

Feb. 27
(Spring Break)

Mar. 2
3-dimen. art activities
(Chap. 13)

Mar. 9
Games
Play & Learning video - NAEYC
(Article Summary due)
(Chap. 14)

Mar. 16
Puppetry
Puppets video - Calico Pie
(Prop Box due)
(Chap. 15)

Mar. 23
Movement activities
Movement video - Calico Pie
(25 Cr. Movement due)
(Chap. 16)

Mar. 30
Music activities
Music video - Calico Pie
(Rhythm instruments due)

Mar. 5
3-dimen. art activities
(25 3-dimen. art activ. due)

Mar. 12
Make pizza cardboard game
Blocks video - NAEYC
(25 Games due)

Mar. 19
Puppetry
Present puppet shows
(Puppet due)

Mar. 26
Songs
Ella Jenkins video - NAEYC
Music Across the Curric. video
(Chap. 17)
(25 songs due)

Apr. 2
Spring & Summer holiday activ.
(Chap. 28)

April 4 - NW IA E.Childhood Conference, Spencer - \$15

WEEK OF THE YOUNG CHILD

Apr. 6
Make egg carton game
Language video - OKC
Reading & Y. Child video - NAEYC
Language experiences
(Chap. 18)
(25 poems due)

Apr. 9
Spring activities
Whole Lang. video - NAEYC
(Chap. 31)
(Game of your choice due)

Apr. 13
(No Play & Creative Arts class -Interim Week)

Apr. 16
Apr. 23
Food activities
(Chap. 21)
(25 recipes due)

Apr. 20
(Break)

Apr. 27
Health & Safety activities
(Chap. 23)
(Recipe poster due)

Apr. 30
Summer activities
May Basket activities
(Chap. 32)

May 4

Final Exam - Chap. 13,14,15,
16,17,18,21,23,31,32
(1 Daily theme packet due)

May 7

(Attend MwAEYC Conference)

May 11

Daily theme activities

May 14

Points Possible:

400 = 16 projects: 25 pts. ea.

100 = daily theme packet

50 = creativity project

250 = exams & quizzes

40 = bulletin board

62 = 31 sessions attendance: 2 pts. ea.

902 TOTAL

COURSE SYLLABUS

INQUIRY ACTIVITIES

COURSE NUMBER CC124A

3 SEMESTER CREDITS

CHILD CARE PROGRAM

HEALTH/LIFE SERVICES DEPARTMENT

IOWA LAKES COMMUNITY COLLEGE

TABLE OF CONTENTS

SECTION	PAGE
I. General Description	1
Course Title	1
Course Number	1
Course Description	1
Entrance Requirements & Prerequisites	1
Credits	1
Location & Course Length	1
Required Text	1
Methods, Techniques, & Procedures	1
Student Course Grade	1
Course Grade Analysis	1
Course Requirements	2
Policy For Borrowing Reference Mat.	2
II. Organization & Purpose	2
Philosophy Statement	2
Course Goal	3
Units of Study	3
Class Schedule	4
III. Support Materials	4
Assignments, Projects, Activities & Evaluation Devices	5
Resource Materials	4
Audio-Visual Aids	4
Student Supplies	4
Participatory Bulletin Board Form	6
Article Report Form	7
Course Schedule	8-9

I. GENERAL DESCRIPTION

TITLE: Inquiry Activities

COURSE NUMBER: CC124A

COURSE DESCRIPTION: Emphasizes the development of early childhood teaching skills in the areas of math, science, social studies, large and small motor activities.

ENTRANCE REQUIREMENTS and PREREQUISITES: This course is primarily intended for freshmen students in their second semester of the ILCC Child Care Program. Students must have satisfactorily completed CC114A Principles of Child Care, CC111A Child Development Study Tour, and HL102A Child Growth and Development. Persons employed in the child care industry who can utilize the course for increased knowledge in play and creative arts for children, may enroll with special permission of the instructor.

CREDITS: 3 semester credits

LOCATION & COURSE LENGTH: This course is offered at the post-secondary level at Iowa Lakes Community College South Attendance Center in Emmetsburg, Iowa. It is offered during the spring semester. The course will meet four hours per week for seventeen weeks for a total of sixty-eight hours.

REQUIRED TEXTS: Math & Science for Young Children, by Rosalind Charlesworth & Karen Lind, Delmar Publishers, Inc., 1st Edition, 1990. Anti-Bias Curriculum: Tools for Empowering Young Children, by Louise Derman-Sparks & the A.B.C. Task Force, NAEYC, 1989.

METHODS, TECHNIQUES, & PROCEDURES: The course objectives may be attained by using various methods of instruction such as lecture, discussion groups, individual and group projects, and audio visual media. Occasionally guest speakers may be utilized.

STUDENT COURSE GRADE: The final course grade will be composed of points from the following areas:

1. Attendance.....
2. Tests & Quizzes.....
3. Assignments & Projects.....
4. Bulletin Board.....
- TOTAL POINTS POSSIBLE.....

A more detailed explanation of the course tests and assignments is included in Section III Support Materials.

COURSE GRADE ANALYSIS: The final course letter grade will be awarded according to total points earned by the end of the semester. Total points received divided by total points possible and multiplied by 100 will give the student the

percentage and grade received. The percentage breakdown will be as follows:

90%-100%.....	A
80%-89%.....	B
70%-79%.....	C
60%-69%.....	D
59%-.....	F

COURSE REQUIREMENTS: Class participation and completion of assignments are requirements of the course. Students must abide by all policies as stated in the Child Care Program Student Handbook.

Attendance at each class session is necessary to gain a comprehensive understanding of the course content. Attendance policy for class follows the Iowa Lakes Community College Child Care Program Student Policy which is written in the Child Care Program Student Handbook. Please contact the instructor prior to any required absence from class so that alternative assignments can be given. Unannounced quizzes missed by the absent student may not be made up.

All written assignments must be legibly written in ink or typed as designated. These must be received by the instructor on the scheduled due dates to receive full credit earned. In case of late assignments turned in and/or tests taken late, the course grade for that assignment or test will be reduced by ten percent for every weekday overdue.

POLICY FOR BORROWING REFERENCE MATERIALS: This course will require the use of many reference materials. Most references and books should be checked out from the ILCC Learning Center or area libraries. However, various references and books may be loaned to the student by the instructor. These references will be available on a check-out basis for a two week time period. Each reference has a sign-out card to complete:

Name: _____
 Phone: _____
 Title & Description of Material: _____

Date Due: _____

Students who fail to return materials by the end of the semester will be given an incomplete for a grade.

II. ORGANIZATION AND PURPOSE

PHILOSOPHY STATEMENT:

Math and Science experiences in programs for young children should be very exciting and extensive. Therefore, it is important that teachers receive instruction in developmentally appropriate math and science curriculum activities. Activities are presented in a developmental sequence designed to support young children's construction of the concepts and skills. Emphasis is placed on three types of learning: naturalistic, informal, and structured. Much

learning can take place through the child's natural exploratory activities if the environment is designed to promote such activity. The adult can reinforce and enrich this naturalistic learning by careful introduction of information and structured experiences.

Children are aware very young that color, language, gender, and physical ability differences are connected with privilege and power. They learn by observing the differences and similarities among people and by absorbing the spoken and unspoken messages about those differences. It is important that teachers of young children understand what constitutes anti-bias curriculum. Anti-bias teaching requires critical thinking and problem solving by both children and adults.

The instructor's main role in this course will be to manage the learning process and to provide an optimal learning environment in order to assist the student in meeting the course objectives. The environment will allow students to share ideas, think creatively, and be adaptable to situations that arise for additional learning. It will also have provisions for individual study for students with a desire to pursue competencies beyond those which are in the planned course of study.

The student will be expected to be responsible at all times in carrying out projects as assigned, flexible, willing to participate, and open to try new activities. It will be necessary at times for the students to role play as young children.

COURSE GOAL: Students will develop an awareness of, and an appreciation for anti-bias curriculum activities. Students will recognize the teacher's role in planning, presenting, and guiding math, science, and anti-bias curriculum activities.

UNITS OF STUDY:

1. Concept development in mathematics and science
2. Fundamental concepts and skills
3. Applying fundamental concepts, attitudes, and skills
4. Symbols and higher-level activities
5. Mathematics concepts and operations for the primary grades
6. Using skills, concepts, and attitudes for scientific investigations in the primary grades
7. The math and science environment
8. Why an anti-bias curriculum
9. creating an anti-bias environment
10. beginnings: working with 2-year olds
11. Learning about racial differences and similarities
12. Learning about disabilities
13. Learning about gender identity
14. Learning about cultural differences and similarities
15. Learning to resist stereotyping and discriminatory behavior
16. Activism with young children
17. Holiday activities in an anti-bias curriculum
18. Working with parents

19. Getting started: a self-education guide

CLASS SCHEDULE: This course will meet four hours per week for seventeen weeks for a total of sixty-eight hours. A class schedule is included in Section III Support Materials.

III. SUPPORT MATERIALS

ASSIGNMENTS, PROJECTS, ACTIVITIES & EVALUATION DEVICES: Class participation and completion of assignments are requirements of the course. Assignments are listed on the attached course schedule. Instructions for assignments will be given by the instructor at the appropriate time. Instructions for the Bulletin Board Project are attached.

Several evaluation devices will be used. These include tests, unannounced quizzes, midterm and final tests, written & oral assignments, projects, and bulletin board displays. Tests may be comprised of true-false, multiple choice, matching, completion, and essay items over text and other material shared in class.

RESOURCE MATERIALS:

1. Required text: Charlesworth, R. & Lind, K. (1990). Math & Science for Young Children (1st ed.). Delmar Publishers, Inc.: Albany, New York.
2. Required text: Derman-Sparks, L. & the A.B.C. Task Force (1989). Anti-bias Curriculum: Tools for Empowering Young Children, NAEYC: Washington D.C.
3. Kingore, Bertie & Higbee, Glenda. (1988). We Care. Scott, Foresman & Company.
4. Herr, Judy & Libby, Yvonne. (1990). Creative Resources for the Early Childhood Classroom. Delmar Publishers, Inc.
5. Sanford, Anne, et al. (1983). A Planning Guide to the Preschool Curriculum - Revised Ed. Kaplan Press.
6. Beckman, Carol, et al. (1982). Channels To Children. Colorado Springs, Colorado.
7. Debelak, Marianne, et al. (1981) Creating Innovative Classroom Materials for Teaching Young Children. Harcourt Brace Jovanovich, Publishers.
8. Various professional journals & periodicals.
9. Various media.
10. Class handouts.

AUDIO-VISUAL AIDS: Various handouts, transparencies, films, and videos may be used by the instructor.

STUDENT SUPPLIES: Each student will be required to obtain the following supplies and have them on hand when needed:

- 1 roll contact paper
- assorted construction paper
- 1 jar rubber cement
- assorted boxes & containers for storage of handmade projects
- other misc. items as needed to complete individual projects

- Each student will be required to order 4"x 6" notecards, dividers, and file box if they do not have them from a previous class.

CC124A Inquiry Activities

Participatory Bulletin Board Display

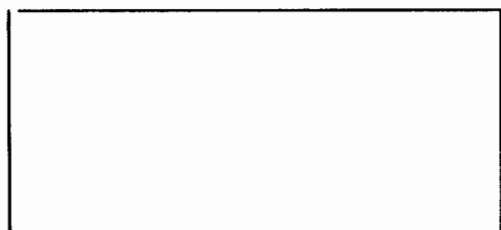
Prepare a participatory bulletin board display that would be appropriate for an early childhood classroom. The title should be in the form of a question & the bulletin board should encourage participation by the children. (See handout given last semester.)

Display the bulletin board, complete this form and give to the instructor at the appropriate time assigned. Failure to complete on time results in a 10% grade reduction per weekday late.

Name _____ Date Due _____
Theme/curricular area/skills or concepts to be taught: _____

Goals/objectives:

Sketch & describe the display:



How do you envision utilizing this display at a child care site?

If you had your choice, where would you like this to be located at a child care site?

What would you change about the display for another time?

Scoring: 5 pts. possible per category = 40 total pts.

- _____ displayed on schedule
- _____ goals & objectives
- _____ message/caption/catches the eye
- _____ organized/easy to read & understand
- _____ creative/original/3-dimensional
- _____ balanced/overall unity
- _____ use of color, size, shape, texture
- _____ your evaluation, etc. as stated above
- _____ TOTAL

CC124A - Inquiry Activities

ARTICLE REPORT

Written article report - complete this form for instructor.
Oral article reports - use this form for yourself as a
guideline of points to be shared with the class. You may
choose to read portions of the article to the class.
Inform the class on key issues contained in the article.

Student Name: _____ Date: _____

Title of Article: _____

Author _____ Source _____

Date of Issue _____ Page Number _____

Summary of article: (30 points possible)

What is the practical application of this information as it
relates to play and creative arts in the early childhood
classroom? (10 points possible)

What questions/concerns do you have about the actual usage by
an early childhood teacher of the information contained in
this article? (10 points possible)

Sample Course Schedule

Reading & project assignments appear in parenthesis.
Participatory bulletin boards will be individually assigned
so are not listed on this schedule. The other items listed
under each date will be activities done in class.

Monday

Jan. 13

Jan. 20

Jan. 27
(Article Summary due)

Feb. 3

Feb. 10

Feb. 17

Feb. 24
Midterm Exam

Mar. 2

Mar. 9
(Article Summary due)

Mar. 16

Mar. 23

Mar. 30

April 4 - NW IA E.Childhood Conference, Spencer - \$15

WEEK OF THE YOUNG CHILD

Apr. 6

Apr. 13
(No Inquiry Activities class -Interim Week)Apr. 20
(Break)

Apr. 27

May 4
Final Exam

Thursday

Jan. 9
Syllabus

Jan. 16

Jan. 23

Jan. 30

Feb. 6

Feb. 13

Feb. 20

Feb. 27
(Spring Break)

Mar. 5

Mar. 12

Mar. 19

Mar. 26

Apr. 2

Apr. 9

Apr. 16

Apr. 23

Apr. 30

May 7
(Attend MwAEYC Conference)

May 11

May 14

Points Possible:

= projects: 25 pts. ea.

= persona doll

250 = exams & quizzes

40 = bulletin board

62 = 31 sessions attendance: 2 pts. ea.

TOTAL

COURSE SYLLABUS

CURRICULUM PLANNING

COURSE NUMBER CC134A

3 SEMESTER CREDITS

CHILD CARE PROGRAM

HEALTH/LIFE SERVICES DEPARTMENT

IOWA LAKES COMMUNITY COLLEGE

TABLE OF CONTENTS

SECTION	PAGE
I. General Description	1
Title	1
Course Number	1
Course Description	1
Entrance Requirements & Prerequisites	1
Credits	1
Location & Course Length	1
Required Text	1
Methods, Techniques, & Procedures	1
Course Grade Analysis	1
Course Requirements	2
Policy For Borrowing Reference Mat.	2
II. Organization & Purpose	3
Philosophy Statement	3
Course Goal	3
Units of Study	3
III. Support Materials	3
Assignments, Projects, & Activities	3
Resource Materials	3
Audio-Visual Aids	4
Evaluation Devices	4

I. GENERAL DESCRIPTION

COURSE: Curriculum Planning

COURSE NUMBER: CC134A

COURSE DESCRIPTION: Course includes an examination and evaluation of early childhood curriculum models and methods leading to development and implementation of appropriate curricula for young children.

ENTRANCE REQUIREMENTS and PREREQUISITES: This course is primarily intended for Freshmen students in the Child Care Program. Course prerequisites are CC114A, CC111A, HL102A, PE213A, CC123A, CC125A, and CC121A.

CREDITS: 3 semester credits

LOCATION & COURSE LENGTH: This course is offered at the post-secondary level at Iowa Lakes Community College South Attendance Center in Emmetsburg, Iowa. It is offered during the summer semester. The course will meet for a total of fifty-six hours. This may be 3 3/4 hours per day for 15 days.

REQUIRED TEXT: Resources for Creative Teaching in Early Childhood Education, by Darlene Softley Hamilton and Bonnie Mack Flemming, Harcourt Brace Jovanovich, Publishers, Second Edition, 1990.

METHODS, TECHNIQUES, & PROCEDURES: The course objectives will be attained by using various methods of instruction such as lecture, individual presentations, and audio visual media. Occasionally guest speakers may be utilized.

COURSE GRADE ANALYSIS: Grades may be based upon written assignments, oral presentations, tests, quizzes, and attendance. The final course letter grade will be awarded according to total points earned by the end of the semester. Total points received divided by total points possible and multiplied by 100 will give the student the percentage and grade received. The percentage breakdown will be as follows:

90%-100%.....	A
80%-89%.....	B
70%-79%.....	C
60%-69%.....	D
59%-.....	F

Points may be earned in the following manner:

Total Curriculum Unit

760

- 10 Single activity lesson presentations (100)
- 10 Single activity lesson plans (100)
- 5 Daily plans (200)
- 10 Teacher-made resources (100)

- 1 flannel board & story (20)	
- 1 bulletin board (20)	
- Quantity of accumulated activities (100)	
- Organization/Neatness (50)	
- Effort (50)	
- Oral presentation of unit (20)	
Final Exam	100
Quizzes	70
Attendance	30
Total	<u>960</u>

COURSE REQUIREMENTS: Class participation and completion of assignments are requirements of the course. Unit completion as assigned is a requirement for passing the course. Students must abide by all policies as stated in the Child Care Program Student Handbook.

Attendance at each class session is necessary to gain a comprehensive understanding of the course content. Attendance policy for class follows the Iowa Lakes Community College Child Care Program Student Policy which is written in the Child Care Program Student Handbook. Please contact the instructor prior to any required absence from class so that alternative assignments can be given. Absences for any reason will result in a loss of points for attendance and a loss of points for any activity presentation scheduled for that day. Unannounced quizzes may not be made up and alternative assignments will not be given for quizzes missed.

All written assignments must be legibly written in ink or typed. The curriculum unit assignment must be typed. Assignments must be received by the instructor on the scheduled due dates to receive full credit earned. In case of late assignments turned in and/or tests taken late due to unexcused absence, the course grade for that assignment or test will be reduced by ten percent for every day overdue.

POLICY FOR BORROWING REFERENCE MATERIALS: Most references and books should be checked out from the ILCC Learning Center or area libraries. Many reference materials may also be available in the classroom during this course. However, various additional references and books may be loaned to the student by the instructor. These references will be available on a check-out basis for a maximum two week time period. The instructor reserves the right to limit the loan to a shorter time. Each reference has a sign-out card to complete:

Name: _____
 Phone: _____
 Title & Description of Material: _____
 Due: _____

Students who fail to return materials by the end of the semester will be given an incomplete for a grade.

II. ORGANIZATION AND PURPOSE

PHILOSOPHY STATEMENT:

Employees in Child Care need to be competent in planning curriculum activities to function successfully in the profession. They need skills to combine innovative, creative ideas on a wide variety of subjects. They need to know how to plan for and develop a curriculum in which children individually, and in groups, can learn through a wide range of experiences.

The instructor's main role in this course will be to manage the learning process and to provide an optimal learning environment in order to assist the student in meeting the course objectives. The environment will allow students to share ideas, think creatively, and be adaptable to situations that arise for additional learning.

COURSE GOAL: Students will increase their competence in the area of curriculum planning including single activity lessons, daily lessons, and weekly lessons through completion of a theme unit.

UNITS OF STUDY:

1. Learning Centers
2. Planning Dramatic Play, Language, & Art
3. Planning Grouptime
4. Planning Learning Games
5. Planning Large Muscle Activities
6. Planning Extended Experiences
7. Teacher Resources

III. SUPPORT MATERIALS

ASSIGNMENTS, PROJECTS, & ACTIVITIES: Instructions for assignments will be distributed by the instructor at the appropriate time. Students will be expected to plan and present 10 single activity lessons, 5 daily plans, and accumulate activities organized around a theme topic to comprise a curriculum unit.

RESOURCE MATERIALS:

1. Required text: Resources for Creative Teaching in Early Childhood Education, by Darlene Softley Hamilton and Bonnie Mack Flemming, Harcourt Brace Jovanovich, Publishers, Second Edition, 1990.
2. A Planning Guide To The Preschool Curriculum, by Anne R. Sanford, et.al, Kaplan Press, Revised Edition, 1983.
3. An Activities Handbook for Teachers of Young Children, by Doreen Croft, Houghton Mifflin Co., Fifth Edition, 1990.
4. The Creative Curriculum For Early Childhood, by Diane Trister Dodge, Teaching Strategies, Inc., 1989.
5. A Child Goes Forth, by Barbara J. Taylor, Macmillan Publishing Co., Sixth Edition, 1985.
6. Good Schools for Young Children, by Sarah Leeper, et.

- al., Macmillan Publishing Co., Fifth Ed., 1984
7. The Integrated Early Childhood Curriculum, by Suzanne Krogh, McGraw-Hill Publishing, Co., 1990
 8. Total Learning, by Joanne Hendrick, Merrill Publishing Co., 1990
 9. Professional journals and periodicals.
 10. Media and audio visual aids.
 11. Class handouts.

AUDIO-VISUAL AIDS: Various handouts, transparencies, films, filmstrips, and recordings may be used by the instructor.

EVALUATION DEVICES: Several evaluation devices will be used. These include written assignments, oral presentations, tests and quizzes. Tests may be comprised of true-false, multiple choice, matching, completion, and essay items.

Sample Course Schedule

Single Activity Lesson Plan & Presentation:

Activities will be presented in the following order:

- 1) Fingerplays & poems
- 2) Storytelling
- 3) Songs
- 4) Creative Dramatics
- 5) Creative Movement
- 6) Cooking
- 7) Science
- 8) Math
- 9) Art
- 10) Game

Rotation for planning/presenting will be as follows:

Days.....	M, T, W, R, M, T, W, R, F, M
Student 1 -	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Student 2 -	2, 3, 4, 5, 6, 7, 8, 9, 10, 1
Student 3 -	3, 4, 5, 6, 7, 8, 9, 10, 1, 2
Student 4 -	4, 5, 6, 7, 8, 9, 10, 1, 2, 3
Student 5 -	5, 6, 7, 8, 9, 10, 1, 2, 3, 4
Student 6 -	6, 7, 8, 9, 10, 1, 2, 3, 4, 5
Student 7 -	7, 8, 9, 10, 1, 2, 3, 4, 5, 6
Student 8 -	8, 9, 10, 1, 2, 3, 4, 5, 6, 7
Student 9 -	9, 10, 1, 2, 3, 4, 5, 6, 7, 8
Student 10 -	10, 1, 2, 3, 4, 5, 6, 7, 8, 9

Day 1

Discuss syllabus, unit plan, schedule

Assignment: Read H.O. on themes, objectives, & transitions; plan/prepare 1st activity

Day 2

Discuss: H.O. - themes, objectives, transitions

Video "Dump the Dittos"

Present 1st activity

Assignment: Read Self-Concept Unit p. 87-170; plan/prepare 2nd activity

Day 3

Discuss: Self-Concept Unit p. 87-170

Present 2nd activity

Visit Emmetsburg library to do book lists

Assignment: Read p. 11-23; plan/prepare 3rd activity

Day 4

Discuss: Planning & Learning Centers p. 11-23

Video "Daily Planning" CDP Module 10

Present 3rd activity

Assignment: Read p. 23-38; plan/prepare 4th activity

Day 5

Discuss: Dramatic Play Props p. 23-38
Video "Setting the Stage" CDP Module 11
Present 4th activity
Assignment: Read p. 38-55; plan/prepare 5th activity

Day 6

Discuss: Planning for Group Time p. 23-38
Video "Classroom Materials" CDP Module 12
Present 5th activity
Assignment: Read p. p. 55-86; plan/prepare 6th activity

Day 7

Discuss: Learning Games, Routines, Large Muscles Activ.,
& Extended Learning Experiences p. 55-86
Video "Classroom Organization" CDP Module 13
Present 6th activity
Assignment: Read Family Unit p. 171-208; plan/prepare
7th activity

Day 8

Discuss: Family Unit p. 171-208
Video "Basic Considerations" CDP Module 14
Present 7th activity
Assignment: Read Family Celebration Unit p. 209-350;
plan/prepare 8th activity; complete draft of one
day's plan

Day 9

Discuss: Family Celebration Unit p. 209-350; one day
plans
Video "Creative Solutions" CDP Module 15
Present 8th activity
Assignment: Read Season Unit p. 351-412; plan/prepare
9th activity

Day 10

Discuss: Season Unit p. 351-412
Video "The Individual Child" CDP Module 16
Present 9th activity
Assignment: Read Animal Unit p. 413-480; plan/prepare
10th activity

Day 11

Discuss: Animal Unit p. 413-480
Video "Learning Through Routines" CDP Module 17
Present 10th activity
Assignment: Read Transportation Unit p. 481-566

Day 12

Discuss: Transportation Unit p. 481-566
Video "Caregiver Communication" CDP Module 18
Assignment: Complete Unit Plan

Day 13

Discuss & Do "Bubbleology"

Laminate teacher-made resources

Unit Plan DUE!!!

Assignment: Read The World I Live In Unit p. 567-671

Day 14

Discuss: The World I Live In Unit p. 567-671

Assignment: Complete teacher-made resources

Day 15

Video "Room Arrangement"

Unit Oral Presentations

Final Exam

Clean-up Room

ENJOY THE REST OF THE SUMMER!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

CURRICULUM UNIT PLANS

Definition of a Curriculum Unit:

A curriculum unit is a collection of teaching materials and suggested activities organized around a topic or theme. Units may be developed well in advance by the child care provider. From these resources, the child care provider is then free to select and work out a single activity lesson, or a daily plan, or a weekly plan with a specific group of children.

Whether it be a unit or a single activity lesson, good planning includes 1) goals or objectives, 2) activities through which these objectives may be realized, 3) materials needed, 4) the person responsible for carrying out the activity, and 5) plans for evaluating to determine whether or not the purposes have been achieved.

Steps to Completing a Curriculum Unit:

1. Decide on a topic or theme & get approval of it from the instructor
2. Collect and create as many activities as possible relating to the theme
 - use the attached page as a guideline for types of activities to be planned
 - include a complete description of each activity so that anyone can understand how to do the activity (also words to fingerplays, songs, etc.)
 - site the reference source by its number used in your Reference List -or- identify as original idea or adapted idea
3. Plan for a group of 24 4 yr. old children & 2 staff
4. Using the attached format, complete the single activity lesson plan for 10 activities. These are the same 10 activities that you will actually present to the class.
5. Using the attached format, complete the daily plans for 5 consecutive days. Insert appropriate activities from your accumulated activities to create a developmentally appropriate and well-balanced plan.
6. Type
7. Include typed cover page with the following information:
 - Your title in the center
 - Addl. designs to add creativity to the cover
 - In the bottom right hand corner:
Your name
CC134A Curriculum Planning
Summer, 19____
8. Include table of contents with corresponding pg. #'s
9. Number all pages
10. List all references used in a Reference List at the end

Oral presentation of unit:

Discuss and share your unit with classmates. Show all teacher-made materials, explain unique references and activities.

Grading will be as follows:

10 Single activity lesson plans	100
10 Single activity lesson presentations	100
5 Daily plans	200
10 Teacher-made resources	100
1 flannel board & story	20
1 bulletin board	20
Quantity of accumulated activities	100
Organization/Neatness	50
Effort	50
Oral presentation of unit	20
TOTAL POINTS	760

Completion of the unit plan is a requirement for a course grade.

TYPES OF ACTIVITIES TO BE PLANNED
FOR A CURRICULUM UNIT

- 1) Key concepts to be learned, facts, skills, attitudes, basic understandings, vocabulary, etc.
- 2) Fingerplays & Poems
- 3) Storytelling (books, flannel board, cut-outs, puppets, draw & tell, etc.)
- 4) Music - Songs
 - Recordings (on record or tape)
 - Instruments
- 5) Creative Dramatics (to words)
- 6) Creative Movement (to music) (dance, etc.)
- 7) Food - Cooking
 - Nutritious Snacks & Meals to serve
- 8) Science
- 9) Math
- 10) Art
- 11) Gross Motor - Indoor & Outdoor Games
 - Exercise Activities
- 12) Fine Motor - Manipulatives, Puzzles, etc.
- 13) Addl. Resources - Field Trips
 - Community Resources
 - Pictures, Displays, Bulletin Boards
 - Films
 - Learning Center Areas: Dramatic Play, Block Building, etc.
 - Reference Books on theme selected
- 14) Your Reference List of all books where you obtained activity ideas

SINGLE ACTIVITY LESSON PLAN & PRESENTATION

Using your selected Unit Theme, plan and present to the class an activity for 4 year olds in the activity category assigned to you for the day. Remember the definition of a developmentally appropriate activity:

- 1) Is the content age appropriate?
- 2) Is the process age appropriate?
- 3) Is it meaningful to children?
- 4) Will the children enjoy the activity?
- 5) Can the children connect it to prior knowledge?

You are also responsible for planning and presenting the transition to the next activity.

The written lesson plan is to be given to the instructor at the completion of the presentation.

Grading will be completed daily on each student by all persons present for class using the scorecard prepared by the instructor. Group discussion will be held following the presentation. The student presenter should maintain a positive attitude for acceptance of criticism and suggestions for improvement.

Activities will be presented in the following order:

- 1) Fingerplays & poems
- 2) Storytelling
- 3) Songs
- 4) Creative Dramatics
- 5) Creative Movement
- 6) Cooking
- 7) Science
- 8) Math
- 9) Art
- 10) Game

SINGLE ACTIVITY LESSON PLANNING FORM

Name _____

1. Activity title _____
Reference used _____
2. Curriculum area _____
3. Goal _____

4. Behavioral objective _____

5. Key vocabulary to be learned: _____

6. Person responsible for activity _____
(Teacher or Assistant Teacher?)
7. Number of children & adults: 24 children & 2 adults
8. Materials needed _____

9. Location for set-up of activity _____

10. Advance preparation _____

11. Special considerations _____

12. Introductory statement _____

13. Procedure _____

14. Closing statement _____

15. Transition _____

GUIDELINES FOR SCORING
SINGLE ACTIVITY LESSON PRESENTATION

1. Was the content age appropriate?
2. Was the process age appropriate?
3. Was the activity meaningful?
4. Did you enjoy the activity?
5. Was the activity preparation adequate?
6. Was enough attention given to small details?
7. Was the activity too long or too short?
8. Was the activity appropriate for the size of the group?
9. Was the presenter well prepared?
10. What could improve this plan?

SCORECARD

SINGLE ACTIVITY LESSON PRESENTATION

Name _____

Date _____

Presentor

Score

Comments

FORMAT FOR THE DAILY PLAN TO BE USED IN THIS UNIT

- 6:30 - 9:30 Free Choice from Learning Centers (Example: blocks, dramatic play, fine motor, gross motor, language, water table, woodworking)
- 1) Name of Activity
Description
Objective
Person Responsible
Materials Needed
 - 2) (Same descriptions as above)
 - 3) Etc. (List as many as you think are necessary for this time block)
- 9:30 - 9:45 Cleanup
- 9:45 - 10:15 Small Group (Example: sharing, storytelling, fingerplays, poems, songs, cognitive, creative dramatics, creative movement)
- 1) Name of Activity
Description
Objective
Person Responsible
Materials Needed
 - 2) (Same descriptions as above)
 - 3) Etc. (List as many as you think are necessary for this time block)
 - 4) Describe Transition
- 10:15 - 10:30 Bathrooms/Snack
- 1) Describe snack
 - 2) Describe transition
- 10:30 - 11:00 Activity (Example: cooking, science, math, art, games)
- 1) Name of Activity
Description
Objective
Person Responsible
Materials Needed
 - 2) Etc. (List as many as you think are necessary for this time block)
 - 3) Describe Transition
- 11:00 - 11:30 Outdoors
- 1) Name of Activity
Description
Objective
Person Responsible
Materials Needed
 - 2) Etc.
 - 3) Describe Transition
- 11:30 - 11:45 Cleanup/Bathrooms

- 11:45 - 12:15 Lunch
1) Describe Transition
- 12:15 - 12:30 Bathrooms/Nap Preparations
1) Describe story, music, etc.
- 12:30 - 2:00 Nap
- 2:00 - 2:30 Table Activities (Example: games, manipulatives)
1) Name of Activity
Description
Objective
Person Responsible
Materials Needed
2) Etc. (List as many as you think are necessary for this time block)
3) Describe Transition
- 2:30 - 3:00 Art or Other Planned Activity
1) Name of Activity
Description
Objective
Person Responsible
Materials Needed
2) Etc. (List as many as you think are necessary for this time block)
3) Describe Transition
- 3:00 - 3:15 Bathrooms/Snack
1) Describe snack
2) Describe transition
- 3:15 - 3:45 Small Group
1) Name of Activity
Description
Objective
Person Responsible
Materials Needed
2) Etc. (List as many as you think are necessary for this time block)
3) Describe Transition
- 3:45 - 4:15 Outdoors
1) Name of Activity
Description
Objective
Person Responsible
Materials Needed
2) Etc.
3) Describe Transition
- 4:15 - 6:00 Free Choice from Learning Centers (Example: blocks, dramatic play, fine motor, gross

motor, language, water table, woodworking)

1) Name of Activity

Description

Objective

Person Responsible

Materials Needed

2) (Same descriptions as above)

3) Etc. (List as many as you think are
necessary for this time block)

CC134A CURRICULUM PLANNING

Unit Scoresheet

10 Single activity lesson plans (100)	_____
10 Single activity lesson presentations (100)	_____
5 Daily plans (200)	_____
10 Teacher-made resources (100)	_____
1 Flannel board & story (20)	_____
1 Bulletin board (20)	_____
Quantity of accumulated activities (100)	_____
Organization/Neatness (50)	_____
Effort (50)	_____
Oral presentation of unit (20)	_____
TOTAL (760 possible)	_____

Appendix C
Practicum Handbook

IOWA LAKES COMMUNITY COLLEGE

CHILD CARE PROGRAM

PRACTICUM STUDENT HANDBOOK

CC121A - Practicum I

CC211A - Practicum II

CC221A - Practicum III



Compiled by Marsha Swanson
ILCC Child Care Programs Supervisor
(Revised 1992)

THIS HANDBOOK BELONGS TO: (Name) _____
 (Address) _____
 (Phone) _____

TABLE OF CONTENTS

	Page
1. Introduction	1
2. Course Titles & Descriptions	3
3. Practicum Objectives	4
4. Student Guidelines & Responsibilities	5
5. Child Abuse/Neglect Mandatory Reporter Statement	6
6. Site Supervisor Guidelines & Responsibilities	7
7. Practicum Instructor Guidelines & Responsibilities	9
8. Practicum Student Activities/Assignments	10
9. Evaluation of the Experience	11
10. Grading Policy	12
11. Forms Used	14
a. Training Agreement	
b. Work Schedule	
c. Midterm Evaluation of Student by Site Supervisor	
d. Final Evaluation of Student by Site Supervisor	
e. Final Evaluation of Student by Practicum Instructor	
f. Final Evaluation by Student of Practicum Site	
g. Final Evaluation by Student of Practicum Instructor	
h. Final Self-evaluation by Student	

Introduction to Child Care Program Practicums I, II, & III

These materials have been prepared to assist you in your child care practicum experiences. We hope this will be helpful to you in planning for your experiences and in clarifying our expectations for you during those experiences. The information herein is presented to help ease your transition from a student role to a professional role.

Your previous course work has been designed to prepare you for your practicum experiences. Now, you will have the opportunity over an extended time period, in a professional setting, to apply the theoretical and practical background you have gained in your ILCC child care coursework. You will not be expected, however, to have learned all you will need to know! Rather than just practicing your skills, you will also be learning a great deal. Hopefully, you will continue the role of being an active learner throughout your professional career.

Yes, it is normal to experience some anxiety and discomfort during this period! Your thoughts initially will be focusing on your own needs and performance. As you become involved and gain confidence, it will be easier to consider and give attention to meeting the needs of children, parents, and colleagues.

You can anticipate having some of the same feelings in the practicum situation that you have experienced at other times when the circumstances of your life have changed significantly. Feelings of confusion and uncertainty are natural when you move from one level of life (student status) to another level of life (professional status).

You may feel the effects of this transition period most as you have more opportunity to:

- give of yourself: your skills, talents, and support to children and adults,
- assume increasing responsibility for planning curriculum and guiding behaviors,
- manage your time to meet many new demands,
- evaluate your own capabilities, and
- come to terms with the fact that there can be much discrepancy between theory and practice.

The effects of this transition period can at times appear to be overwhelming, but as you experience these challenges, you will have opportunities to learn to deal with these aspects of being a professional person.

You may experience anxiety, frustration, and confusion as you:

- attempt to achieve a balance between the amount of assertiveness and reserve which are appropriate to

- your circumstances,
- realize that some things which you plan do not go perfectly well,
 - plan for children with a multitude of needs,
 - experience defiance from children who are testing your authority, or
 - work with professionals whose philosophies differ from yours or from others in the same setting or from those expressed in your ILCC Child Care coursework.

You will probably experience joy as you:

- experience success,
- gain rapport with children, parents, and colleagues,
- realize that "bad days" can provide very good learning experiences,
- expand your knowledge of children, guidance, communication, curriculum, etc., and
- get more in touch with your resourcefulness.

You have supports --- use them! It takes time to gain confidence and become comfortable with new responsibilities. It is normal to experience some anxiety if we are going to change our behavior and develop new behaviors!

Becoming a professional is a process. There is always room for improvement. As you participate as a Practicum Student, various persons are available to support you in your development as a professional person: the staff with whom you work, other students, your ILCC Practicum Instructor, family, and others.

Indeed, work in the Child Care field is an adventure!

Enjoy!!!

Best wishes and good luck in your experiences!

Course Titles & Descriptions

CC121A - Practicum I

This course is primarily intended for Freshmen students in their second semester of the Child Care Program. Prerequisites include successful completion of the following courses: HL102A Child Growth & Development, CC114A Principles of Child Care, CC111A Child Development Study Tour, PE213A First Aid, and CC112A Child Health, Safety, and Nutrition, and a 2.00 Grade Point Average. Entrance without these prerequisites may be granted by special permission of the Child Care Programs Supervisor.

The course is offered for 2 credits during the spring semester. The course will meet for a total of one hundred thirty-six hours. This may be 1 hour of class time and 7 hours of work experience time per week for 17 weeks.

The catalog description of the course is as follows: Supervised experience in a child care center. Planning, preparation, and presentation of developmentally appropriate activities to facilitate children's social, emotional, intellectual, and physical growth, and utilizing appropriate guidance techniques.

CC211A - Practicum II

This course is primarily intended for Sophomore students in their fourth semester of the Child Care Program. Prerequisites include successful completion of all ILCC Child Care Coursework & Practicums in semesters I, II, & III, and a 2.00 Grade Point Average. Entrance without these prerequisites may be granted by special permission of the Child Care Programs Supervisor.

The course is offered for 2 credits during the fall semester. The course will meet for a total of one hundred thirty-six hours. This may be 1 hour of class time and 7 hours of work experience time per week for 17 weeks.

The catalog description of the course is as follows: Supervised experience in a child care facility. Expands upon student's Practicum I responsibilities.

CC221A - Practicum III

This course is primarily intended for Sophomore students in their fifth and final semester of the Child Care Program. Prerequisites include successful completion of all ILCC Child Care Coursework & Practicums in semesters I, II, III, & IV, and a 2.00 Grade Point Average. Entrance without these prerequisites may be granted by special permission of the Child Care Programs Supervisor.

The course is offered for 1 credit during the spring semester. The course will meet for a total of sixty-eight hours. This may be 4 hours per week for 17 weeks.

The catalog description of the course is as follows: Supervised experience in a child care facility. Student assists the administrator in the overall operations and in the planning, direction, & implementation of the curriculum.

Practicum Objectives

1. To study children's growth, development, and behavior through observing and participating at a Practicum Site.
2. To increase skill and confidence in interacting with young children, parents, and colleagues.
3. To gain experience in observing and assessing individual children's levels of development.
4. To identify objectives and concepts appropriate for the children in their center.
5. To prepare, use, revise, and evaluate lesson plans in a variety of activity areas for various sized groups of children.
6. To prepare and/or use a variety of instructional materials that are needed to carry out lesson plans.
7. To increase skills and knowledge in the use of a variety of guidance techniques.
8. To develop the ability to function constructively with other adults in the planning, implementing, and evaluating of programs and activities.
9. To apply theory and past experiences to present child care situations.
10. To develop and/or reinforce a personal and professional philosophy in the field of child care.

Student Guidelines and Responsibilities

Student opportunities and responsibilities will vary somewhat depending on the practicum site. At your site, you will be considered to be a member of the staff. As a staff person, you will be expected to:

1. learn and abide by practicum site policies for:
 - a. confidentiality
 - b. enrollment of clients & client records
 - c. procedures for accidents/emergencies
 - d. safety rules & regulations
 - e. personnel
 - f. daily work schedule
 - g. daily curriculum schedule
 - h. guidance/discipline procedures
2. be punctual and dependable. Arrive and depart at the scheduled times.
3. be clean and neat. Dress appropriately, according to the policies of the center, and always wear your ILCC Child Care Student name pin.
4. be prepared upon arrival at the center. Don't ask to leave to get forgotten materials or supplies.
5. report illness or absence. Call your site as early as possible if you are ill and/or unable to attend your scheduled session. Make-up time will be at your site's convenience.
6. use confidential information with integrity. Confidential information about children and families should be discussed only with other professionals in private. Use only first names in daily logs and other paperwork. Some sites may require that you use a fictitious name for a client for this work.
7. be with the children and learn from them. This is not the time to be preparing for upcoming activities or doing homework assignments.
8. ask questions. It is easier for your site supervisor and your college instructor to give you helpful suggestions, if you can indicate specifically the feedback you wish to receive. For example: "How do you think I could have kept the group's attention better?" is more specific than, "How do you think I'm doing?"
9. account for your time and participation in a professional manner. You are a representative of Iowa Lakes Community College Child Care Program.

Maintaining rapport with your cooperating Practicum Site is not only important for you personally, but also for the continued placement of students in area child care facilities.

10. maintain contact with resource persons. During Practicum Courses, your ILCC Child Care Practicum Instructor serves as a resource person and advisor. Keep in touch and let him/her know what your needs are. Do not wait for a visit from him/her to the site, if a problem or concern should arise.
11. continue to collect and expand upon the development of your Professional Resource File.
12. relax and have fun! Smile, be friendly, have a positive attitude, and a good sense of humor!

Minimum Requirements:

What is expected of you as a practicum student?

1. Attend all scheduled classes/sessions.
2. Complete all assignments from the ILCC Practicum Instructor in a professional and timely manner.
3. Communicate regularly with your Site Supervisor and Practicum Instructor.
4. Accept and implement suggestions from your Site Supervisor and Practicum Instructor.
5. Work cooperatively with all staff at your Practicum Site.
6. Follow and enforce Practicum Site policies and rules.
7. Inform Practicum Site Supervisor of any absence and schedule make-up session.

Child Abuse and Neglect -- Mandatory Reporting Statement

A child care center and its employees are mandatory reporters of child abuse and/or neglect. Any reporter, who in good faith makes a report, shall have immunity from any liability, civil or criminal, which might otherwise be imposed. If you have reason to believe a child has suffered a non-accidental injury, report it to your Site Supervisor immediately.

Site Supervisor Guidelines and Responsibilities

Practicum Site Supervisors are the individuals who work most closely with ILCC Child Care Practicum Students. It is the responsibility, then, of the site supervisor to create a climate in which each student with whom he/she works can develop to the maximum of his/her ability. Therefore, it is the site supervisor's responsibility to:

1. explain the site's policies for:
 - a. confidentiality
 - b. enrollment of clients & client records
 - c. procedures for accidents/emergencies
 - d. safety rules & regulations
 - e. personnel
 - f. daily work schedules
 - g. daily curriculum schedule
 - h. guidance/discipline procedures.
2. introduce students gradually into the child care experiences.
3. prepare the children, staff, and parents for the arrival of the practicum students.
4. introduce the practicum students to children and staff.
5. serve as a model child care provider, teacher, counselor, or administrator for the students to observe.
6. accept the practicum student as a co-worker who works with and not for the additional staff.
7. provide assistance in planning appropriate activities.
8. allow for experimentation and provide freedom to try a variety of techniques. Students often bring a fresh approach to your situation by trying their own ideas.
9. observe students in a variety of situations and conduct periodic conferences and evaluations with the student to provide constructive feedback and discuss progress.
10. communicate with the Child Care Program Practicum Instructor regarding progress of students. Keep the instructor advised as to attendance/punctuality problems and/or other concerns.
11. complete and discuss midterm and final evaluations

with students and submit appropriate forms to the ILCC Child Care Program Practicum Instructor.

12. avoid criticizing others in the profession, be highly ethical in your professional relationships, and provide opportunities for professional growth of the student when appropriate.

ILCC Child Care Program Practicum Instructor Guidelines and Responsibilities

The Practicum Instructor is the college representative who serves as the liason between the ILCC Child Care Program and the cooperating area Practicum Sites. The Practicum Instructor works in conjunction with the Site Supervisor to provide the best possible learning experiences for the students participating in the practicums. It is his/her responsibility to:

1. arrange for positive and supportive practicum sites in the area.
2. visit and communicate with the practicum students periodically during the semester.
3. provide individual guidance as needed.
4. gather information about the students' progress through conferences and evaluations by the Site Supervisors, observations during visits, written assignments, and other forms of feedback.
5. review students' weekly written assignments and provide feedback/suggestions.
6. assign final Practicum grades.
7. provide orientation and assistance to Practicum Site Supervisors.

Practicum Student Activities/Assignments

Actual Practicum Student Activities/Assignments are contained in the individual ILCC Child Care Program Practicum Supplements to this handbook. Individual student's assignments may vary according to their site placement. An example of the activities/assignments is as follows:

Practicum I Student Activities/Assignments:

1. Orientation to site
2. Observation of individual child
3. Supervise free play time
4. Plan & carry out - 2/dimensional art project
5. - 3/dimensional art project
6. - science project
7. - music activity
8. - creative movement
9. - cooking/food experience
10. - outdoor activity
11. - reading/storytelling
12. - math activity
13. - group/circle time
14. - dramatic play
15. - social studies

Practicum II Student Activities/Assignments:

1. Orientation to site
2. Observation of individual child
3. Involvement in curriculum planning - for an activity
4. - for a day
5. - for a week or unit
6. Involvement with parents & with children's files
7. Assignments will vary if involved with adol. or special groups of children

Practicum III Student Activities/Assignments:

1. Orientation to site
2. Observation of administrator
3. Involvement in - program planning, implementation, & eval.
4. - facility development & maintenance
5. - regulations & legal concerns
6. - financial records, budgeting
7. - personnel management
8. - nutrition, health, & safety
9. - parents & the community

Evaluation of the Experience

Evaluation of your Practicum experiences should be a continuing process with emphasis on self evaluation. The experiences listed below have been designed to help you with this process:

- writing daily journals
- completing written assignments
- using the evaluation forms
- conferring with your Site Supervisor
- conferring with your Practicum Instructor

Evaluation should be more than identifying what was successful and what did not "go well". Try to identify causes: Why was this activity or procedure successful? Why was this part of the day so difficult? What might I do differently next time? (Remember: if you do not have difficult days and times, you probably aren't learning much!)

Throughout your experiences, seek to identify your strengths as well as your weaknesses. Strive to build on your strengths as you work to improve your total performance.

The evaluation forms for the Practicum Experience have been provided in the Practicum Handbook Supplement in order to aid you and your Site Supervisor in evaluating your progress. Be sure to give the appropriate copies to your Site Supervisor in time for them to complete them before the date due to the Instructor. The Site Supervisor will complete the forms at the appropriate times and discuss them with you. The purpose of the evaluation process is to provide an additional learning experience, including identifying strengths as well as areas needing further development.

Grading Policy

The ILCC Child Care Program Practicum Instructor is responsible for assigning final practicum grades. To do so, input is solicited from Site Supervisors. This input is combined with onsite observations of the student made by the instructor and with written assignments by the student.

Grades should indicate the competency of a student to carry out the objectives for each practicum experience. Competency should be assessed with reference to the student's level of their practicum experience. (i.e. Pract. I, II, or III).

An individual who earns an A: (4.0 Grade Point)

- completes all minimum requirements at a superior level.
- shows evidence of a willingness to go beyond the minimum requirements.
- is capable of functioning effectively and independently as an entry level professional person.
- has demonstrated outstanding knowledge, skills, and attitudes relevant to a wide variety of professional responsibilities and relationships.
- has demonstrated a high level of self motivation, ability to learn, and interest in his/her professional development.
- exhibits a very high degree of competence.
- can be recommended with slight, if any, reservation.

An individual who earns a B: (3.0 Grade Point)

- completes all minimum requirements at an above average level.
- demonstrates outstanding abilities in many of the competency areas but evidence of average ability or deficiencies in some of the components of effective child care.
- will need occasional assistance in order to function effectively and independently.
- has demonstrated a good base of knowledge, skills, and attitudes relevant to professional roles with children and families.
- has demonstrated an adequate level of self-motivation, ability to learn, and interest in his/her professional development.
- has a high degree of competence.
- can be recommended with confidence for a specific type of position after noting strengths and weaknesses.

An individual who earns a C: (2.0 Grade Point)

- completes minimum requirements at an average level.
- demonstrates above average abilities in many of the competency areas but shows evidence of deficiencies in some of the components of effective child care.

- will need considerable assistance in order to function effectively and independently.
- has demonstrated adequate knowledge, skill, and attitudes in some relevant professional areas, and is making progress in developing a good base in other relevant areas.
- is competent.
- may be recommended with reservations.

An individual who earns a D: (1.0 Grade Point)

- completes minimum requirements at a below average level.
- demonstrates average ability in many competency areas but evidence exists of deficiencies in some component areas of effective child care.
- may fall short of overall effectiveness as a professional person, even with extensive assistance.
- has demonstrated limited knowledge, skills, and attitudes relevant to the field and has demonstrated little progress in developing an adequate level of functioning in order to assume professional responsibilities.
- has demonstrated characteristics that may prevent success in working effectively with children and families.
- shows a low degree of competence.
- may be recommended with serious reservations.

An individual who earns an F: (0 Grade Point)

- does not complete minimum requirements.
- has inadequate knowledge, skills, and attitudes to function effectively or independently.
- has demonstrated no progress in developing needed knowledge, skills, and attitudes.
- has demonstrated characteristics that could be detrimental to children and/or families.
- has a very low or no level of competence.
- cannot be recommended for a position working professionally with children and/or families.

**Training Agreement
IOWA LAKES COMMUNITY COLLEGE
HEALTH/LIFE SERVICES DEPARTMENT
CHILD CARE PROGRAM**

The _____ will permit _____
(Training Site) (Student)
to enter their establishment for the purpose of gaining
practical knowledge and experience in the child care
profession from _____ to _____.
(Beginning Date) (Ending Date)

This training will be in accordance with the following conditions:

1. The student, while in the practicum, shall be deemed a student learner and shall progress from one experience to the next. The student may not condense their work schedule, but shall adhere to the schedule recommended by the ILCC Child Care Program Practicum Instructor.
2. The ILCC Child Care Program Practicum Instructor shall call and/or make periodic visitations to the practicum site for input and feedback regarding the student experiences.
3. The student shall adhere to all policies of the Practicum Site, and make every effort to report for work promptly. In event of absence, the student must notify the Site Supervisor immediately.
4. The Site may not pay the student for hours worked in completion of Practicum requirements but may hire them for additional hours if desired.
5. Iowa Lakes Community College declares and reaffirms a policy of equal employment opportunity, equal education opportunity, and nondiscrimination in the provision of educational and other services, to the public.

(Child Care Program Practicum Instructor)

(Practicum Site Supervisor)

(ILCC Student)

Practicum Student Work Schedule

[illegible]

(ILCC Student)

(Practicum Site Supervisor)

**PRACTICUM I
SUPPLEMENT**

TO THE

**ILCC CHILD CARE
PROGRAM**

**PRACTICUM
STUDENT
HANDBOOK**

THIS PRACTICUM HANDBOOK SUPPLEMENT BELONGS TO:

(Name) _____
(Address) _____
(Phone) _____

TABLE OF CONTENTS

1. Course Syllabus
2. Sites Available
3. Weekly Assignments
4. Forms Used
 - a. Site Assignment
 - b. Training Agreement
 - c. Work Schedule
 - d. Midterm Evaluation of Student by Site Supervisor
 - e. Final Evaluation of Student by Site Supervisor
 - f. Final Evaluation of Student by Practicum Instructor
 - g. Final Evaluation by Student of Practicum Site
 - h. Final Evaluation by Student of Practicum Instructor
 - i. Final Self-evaluation by Student

COURSE SYLLABUS

PRACTICUM I

COURSE NUMBER CC121A

2 SEMESTER CREDITS

CHILD CARE PROGRAM

HEALTH/LIFE SERVICES DEPARTMENT

IOWA LAKES COMMUNITY COLLEGE

TABLE OF CONTENTS

SECTION	PAGE
I. General Description	1
Course Title	1
Course Number	1
Course Description	1
Entrance Requirements & Prerequisites	1
Credits	1
Location & Course Length	1
Required Texts	1
Other Required Materials	1
Methods, Techniques, & Procedures	1
Course Grade Analysis	1
Course Requirements	2
Policy For Borrowing Reference Mat.	2
II. Organization & Purpose	2
Philosophy Statement	2
Course Goal	3
Time Limitations	3
III. Course Content	3
IV. Support Materials	3
Assignments, Projects, & Activities	3
Resource Materials	3
Audio-Visual Aids	4
Evaluation Devices	4

I. GENERAL DESCRIPTION

COURSE TITLE: Practicum I

COURSE NUMBER: CC121A

COURSE DESCRIPTION: Supervised experience in a child care center. Planning, preparation, and presentation of developmentally appropriate activities to facilitate children's social, emotional, intellectual, and physical growth, and utilizing appropriate guidance techniques.

ENTRANCE REQUIREMENTS and PREREQUISITES: This course is primarily intended for Freshmen students in their second semester of the Child Care Program. Prerequisites include successful completion of the following courses: CC114A Principles of Child Care, CC111A Child Development Study Tour, HL102A Child Growth & Development, PE213A First Aid, and CC112A Child Health, Safety, and Nutrition, and must be taken with or after CC123A Play & Creative Arts, CC124A Inquiry Activities, and CC125A Behavior & Guidance. Entrance without these prerequisites may be granted by special permission of the Child Care Programs Supervisor.

CREDITS: 2 semester credits

LOCATION & COURSE LENGTH: This course is offered at the post-secondary level at Iowa Lakes Community College South Attendance Center in Emmetsburg, Iowa. It is offered during the spring semester. The course will meet for a total of one hundred thirty-six hours. This may be 1 hour of class time and 7 hours of work experience time per week for 17 weeks.

REQUIRED TEXTS: Developmental Profiles, by K. Eileen Allen & Lynn Marotz, Delmar Publishers, Inc., 1989; Developmentally Appropriate Practice, Sue Bredekamp, Editor, NAEYC; ILCC Child Care Program Practicum Manual; and all policy/program manuals of the assigned practicum site.

OTHER REQUIRED MATERIALS: All students will be required to purchase an ILCC Child Care Student name pin. This pin is to be worn at all times when the student is participating in Practicum.

METHODS, TECHNIQUES, & PROCEDURES: The course objectives may be attained by using various methods of instruction. The student will be required to attend classroom sessions, as well as all scheduled time at their assigned practicum site. Reading pertinent information and completion of weekly assignments from the instructor as well as all jobs assigned by the practicum site supervisor are also necessary.

COURSE GRADE ANALYSIS: Grades may be based upon attendance,

written assignments, Professional Resource File, oral presentations, weekly reports, and evaluation forms following the grading policy as listed in the Child Care Program Practicum Handbook.

COURSE REQUIREMENTS: Class participation, completion of all assignments, and completion of scheduled time at the practicum site are requirements of the course.

Students must abide by all policies as stated in the Child Care Program Student Handbook and the Child Care Program Practicum Handbook.

Attendance at each class session and scheduled time at the practicum site is necessary to gain a comprehensive understanding of the course content. Attendance policy follows the Iowa Lakes Community College Child Care Program Student Policy which is written in the Child Care Program Student Handbook as well as that contained in the Child Care Program Practicum Handbook. Please contact the practicum site supervisor as early as possible if you are unable to attend a scheduled session.

All written assignments must be legibly written in ink or typed. These must be received by the instructor on the scheduled due dates to receive full credit earned. In case of late assignments turned in, the course grade for that assignment will be reduced by ten percent for every week day overdue.

POLICY FOR BORROWING REFERENCE MATERIALS: Most references and books should be checked out from the ILCC Learning Center or area libraries. However, various references and books may be loaned to the student by the instructor. These references will be available on a check-out basis for a maximum two week time period. The instructor reserves the right to limit the loan to a shorter time. Each reference has a sign-out card to complete:

Name: _____

Phone: _____

Title & Description of Material: _____

Date Due: _____

Students who fail to return materials by the end of the semester will be given an incomplete for a grade.

II. ORGANIZATION AND PURPOSE

PHILOSOPHY STATEMENT:

A primary objective of child care students is learning about children -- how they develop physically, socially, intellectually, and emotionally -- and child care settings. Observation and participation at a child care site is a means of obtaining some of this knowledge.

The instructor's main role in this course will be to guide the learning process and to assign a practicum site in

order to assist the student in meeting the course objectives. The environment will allow students to share ideas with others, think creatively, and be adaptable to situations that arise for additional learning. It will also have provisions for individual study for students with a desire to pursue competencies beyond those which are in the planned course of study.

COURSE GOAL: Students will develop an awareness of the daily operations of an assigned child care setting, learn proper observation techniques, and gain an appreciation for what is developmentally appropriate for young children.

TIME LIMITATIONS: This course may meet eight hours per week for seventeen weeks for a total of one hundred thirty-six hours. Flexibility in scheduling must be maintained to allow for maximum usage of opportunities that arise and for responding to individual needs of the assigned practicum site.

III. COURSE CONTENT Weekly assignments which correspond with the topics covered in CC123A Play and Creative Arts & CC124A Inquiry Activities will be distributed by the instructor at the appropriate times. The work schedule at the practicum site will be jointly arranged by the student and the practicum site supervisor.

IV. SUPPORT MATERIALS

ASSIGNMENTS, PROJECTS, & ACTIVITIES: Instruction sheets for assignments, projects, and activities will be distributed by the instructor at the appropriate time.

RESOURCE MATERIALS:

1. Required texts: Developmental Profiles, by K. Eileen Allen & Lynn Marotz, Delmar Publishers, Inc., 1989; Developmentally Appropriate Practice, Sue Bredekamp, Editor, NAEYC; ILCC Child Care Program Practicum Manual; and all policy/program manuals of the assigned practicum site.
2. Machado, Jeanne M. and Meyer, Helen C.. Early Childhood Practicum Guide. Delmar Publishers, Inc., 1984.
3. Cohen, Dorothy H. and Stern, Virginia. Observing and Recording the Behavior of Young Children. Teachers College Press, Third Edition, 1983.
4. Lindberg, Lucile and Swedlow, Rita. Early Childhood Education: A Guide for Observation and Participation. Allyn and Bacon, Inc., 1976.
5. Petty, Virginia. Special Training For Special Needs. Project ETC/Exceptional Training For Caregivers, Greater Minneapolis Day Care Association, 1987.
6. Seeing Young Children: A Guide to Observing and Recording Behavior, by Warren R. Bentzen, Delmar Publishers, Inc., 1985.

7. Various professional journals and periodicals.
8. Various media.
9. Class handouts.

AUDIO-VISUAL AIDS: Various handouts, transparencies, films, and guest speakers may be used by the instructor. The practicum site supervisor may provide additional aids.

EVALUATION DEVICES: Several evaluation devices may be used. These include written assignments, oral presentations, Professional Resource Files, and evaluation forms. These forms will be distributed by the instructor at the appropriate time.

Sample Course Schedule
CC121A - Practicum I

<u>Monday</u>	<u>Tuesday</u>	<u>Thursday</u>
		Jan. 9 (3hr) Orientation
Jan. 13 (1hr) Orientation	Jan. 14 (4hr) Orientation Discuss D.A.P. (pgs.iv-15)	Jan. 16 (3hr) Orientation Discuss D.A.P. (pgs.17-33)
Jan. 20 (1hr) Discuss Assn. 1 Discuss D.A.P. (pgs. 34-46)	Jan. 21 (4hr) Do Assn. 1	Jan. 23 (3hr)
Jan. 27 (1hr) Discuss D.A.P. (pgs. 47-59)	Jan. 28 (4hr) Observe & Participate	Jan. 30 (3hr)
Feb. 3 (1hr) Discuss Assn. 2-Observ Discuss D.A.P. (pgs. 60-82)	Feb. 4 (4hr) Do Assn. 2	Feb. 6 (3hr)
Feb. 10 (1hr) Discuss Assn. 3-Story Discuss D.A.P. (pgs. 83-87)	Feb. 12 (4hr) Do Assn. 3	Feb. 14 (3hr)
Feb. 17 (1hr) Discuss Assn. 4-Play	Feb. 18 (4hr) Do Assn. 4	Feb. 20 (3hr)
Feb. 24 (1hr) Discuss Assn. 5-2/d Art	Feb. 25 (4hr) Do Assn. 5	Feb. 27 (No class-Break)
Mar. 2 (1hr) (Midterm Eval. Forms Due) Discuss Assn. 6-Soc.Stud.	Mar. 3 (4hr) Do Assn. 6	Mar. 5 (3hr)
Mar. 9 (1hr) Discuss Assn. 7-3/d Art	Mar. 10 (4hr) Do Assn. 7	Mar. 12 (3hr)
Mar. 16 (1hr) Discuss Assn. 8-Dr.Play	Mar. 17 (4hr) Do Assn. 8	Mar. 19 (3hr)
Mar. 23 (1hr) Discuss Assn. 9-Game	Mar. 24 (4hr) Do Assn. 9	Mar. 26 (3hr)
Mar. 30 (1hr) Discuss Assn.10-Cr.Move	Mar. 31 (4hr) Do assn. 10	Apr. 2 (3hr)
Apr. 4 - NW IA E.Childhood Conference, Spencer - \$15 (6hr)		

Apr. 6 (1hr) Discuss Assn. 11-Music	Apr. 7 (4hr) Do assn. 11	Apr. 9 (3hr)
Apr. 13 (Interim Week - no reg. classes - schedule work time only if needed for make-up of time missed)	Apr. 14	Apr. 16
Apr. 20 (No Class - Break)	Apr. 21 (4hr)	Apr. 23 (3hr)
Apr. 27 (1hr) Prof.Resource Files Due Discuss Assn. 12-Math	Apr. 28 (4hr) Do Assn. 12	Apr. 30 (3hr)
May 4 (1hr) Final Eval. Forms Due Discuss Assn. 13-Food	May 5 (4hr) Do Assn. 13	
May 6-10 - CC Interim - MwAEYC Conference		
May 11 (1hr) Discuss Assn. 14-Science	May 12 (4hr) Do Assn. 14	May 14 (3hr)
May 13 Final Eval. Conference With Instructor (Total hrs. according to this plan = 138 hrs.)		

ILCC CHILD CARE STUDENT PRACTICUM SITE ASSIGNMENT

Student's Name _____

List below your 1st, 2nd, & 3rd choices of a practicum site in order of preference. Or, mark the line indicating that you have no preferences. You will not be guaranteed of being assigned to any of these sites, but this will give the instructor some indication of your preferences.

1. Name _____
Address _____

2. Name _____
Address _____

3. Name _____
Address _____

OR -- Any location is fine _____

Additional comments/requests:

Assignment made by instructor:

Name _____
Address _____

Take with you to initial site visit.....

1. Your personnel file containing:(show to the site supervisor & ask where they'd like you to keep it)
 - resume
 - statement on child abuse, etc.
 - statement on current treatment status
 - physical exam
 - Child abuse mandatory reporter training certif. copy
 - CPR & First Aid card copies
 - List of professional development
 - copy of NWIA Early Childhood Wkshp. Certif.
 - transcript or list of courses taken so far
2. Your autobiography (give to the site supervisor to keep)
3. Your training agreement (you both sign & you return it to me)
4. Your work schedule for the semester (you both discuss & agree upon times - consider your master schedule of wks.)
5. Your blue notebook of Practicum Information (you may want to refer to this for something) & the Site Supervisor's blue notebook to leave with her

Remind the site that they will need be required to send the following forms in to the proper place:

- Child Day Care Staff Criminal Records Check, Form SS-1207-3
- Department of Public Safety Check, Form SS-2203
- Request for Child Abuse Information, Form SS-1606-0

You are not expected to work when you make this initial contact visit. This is the time for you to become acquainted with each other. (Similar to a job interview.) Ask what you should wear to work, how and who to contact if you can't attend a scheduled time, and anything else you want to know.

Good luck! Let me know if you have problems.

Autobiography

Prepare an autobiography on the computer. Print a copy to be given to your Site Supervisor when you make your initial Site visit.

Your autobiography should be thoughtfully prepared, professionally presented, and should include information which would be helpful in acquainting the staff, parents, and children with your background. Information such as the following is appropriate: family background, education, career goals, coursework particularly applicable to your job placement, past experiences with children, special interests, and other pertinent information.

Resume

Follow the attached guidelines and example in creating your present resume on the computer. Print a copy to be included in your personal file of information for your Site Supervisor.

Self-Evaluation of Planned Activity

(This page is to be included with every weekly report.)

1. How do you feel about the way the activity went? What things went well for you during this activity? (reactions of the children, feedback from the Site Supervisor, etc.)

2. What problems did you have or what would you change for the next time that you do this activity?

3. Did you feel well organized/prepared before presenting your activity? Why/why not?

4. Did you change anything from your original plan? If so, what?

5. What follow-up or additional activities could you do to coordinate with the activity if you were to present it another time?

6. Any additional comments/reactions about this activity?

On your own paper, please reflect on your overall experiences of the week at this site. Record your tasks, observations, interpretations, reactions, and concerns. Did you share/discuss any of this with your Site Supervisor? Staple your journal to this report.

Do you need me to visit the site soon?

CC121A Practicum I
1st Weekly Report

Student's Name _____ Date _____

Site Name _____ Location _____

Date & number of hours worked this week _____

Next week's schedule of work (date & time) _____

It is important to know the people we work for and the basic policies of the Site. The following are suggested orientation experiences. When completed, please check those that are appropriate to your site and make additional comments you feel are appropriate.

1. Orientation experiences

- _____ Met Site Supervisor
- _____ Met other staff
- _____ Toured the building
- _____ Viewed the playground area
- _____ Located the classroom
- _____ Located storage & supply areas
- _____ Located parking area
- _____ Located area for coats & personal belongings
- _____ Other(List)

2. Discussion with Site Supervisor - attach sample brochure and policies from the Site if they use them

Site Policies:

- _____ Enrollment of children
- _____ Daily schedule
- _____ Fire & tornado drills
- _____ Injuries, illnesses, etc.
- _____ Absences/notification of illness/snow days
- _____ Rules/regulations:ex. - chewing gum, smoking, eating, etc.
- _____ Lunch
- _____ Using the telephone for personal business
- _____ Dress code

Classroom Policies:

- _____ Guidance & discipline techniques
- _____ Transitions between activities
- _____ Clean-up/arrival/dismissal procedures
- _____ Housekeeping tasks
- _____ Grouping of children
- _____ Children with special needs
- _____ Curriculum materials/resources available for use
- _____ Daily activity plan location & your involvement with it

3. Observation of Site Supervisor

Observe your Site Supervisor at work to understand and

learn of her/his philosophy, teaching, management, and guidance techniques.

- ☐ Small group
- ☐ Large group
- ☐ Individual children
- ☐ Activity or story time
- ☐ Parent interaction
- ☐ Guidance
- ☐ Total room supervision
- ☐ Special needs children

On your own paper, please reflect on your experiences of the week. Record your tasks, observations, interpretations, reactions, and concerns. Also, answer the following questions: What were some of the most valuable learning experiences you had this week? What problems were encountered and how were they solved? What aspects of your experience most need improvement?

Any problems or general comments concerning your Site?

Did you share/discuss any of the above with your Site Supervisor?

Staple your journal to this assignment.

CC121A Practicum I
2nd Weekly Report

Student's Name _____ Date _____

Site Name _____ Location _____

Date & number of hours worked this week _____

Next week's schedule of work (date & time) _____

1. Briefly describe the group of children with whom you work.

2. Select one child from this group to observe. Describe this child.

3. Compare the child you observed with the expected behavior for that aged child in the following areas:
(Use your required text, Developmental Profiles, as a reference.)

<u>Area</u>	<u>Expected Behavior</u>	<u>Child's Behavior</u>
Growth & Physical Development		
Motor Development		
Perceptual & Cognitive Development		
Speech & Language Development		
Personal-Social Development		

On your own paper, please reflect on your experiences of the week. Record your tasks, observations, interpretations, reactions, and concerns. Did you share/discuss any of this with your Site Supervisor? Staple journal to this report.

CC121A Practicum I
3rd Weekly Report

Student's Name _____ Date _____

Site Name _____ Location _____

Date & number of hours worked this week _____

Next week's schedule of work (date & time) _____

Plan and supervise a reading/storytelling time at your site. The following should help you in deciding points to consider & should be completed in advance. Be sure to discuss your plans with the Site Supervisor. He/she may use the back of this sheet to write comments and evaluate your plans & presentation.

1. When is reading/storytelling scheduled in the daily plans at your site? How long does it last? Does it occur more than once in a day?
2. List any rules/policies for this time at this site.
3. How many people, & who, is responsible for supervising the children during this time?
4. Where & when is this type of activity usually held at your Site?
5. Name of your selected activity & source of the activity or idea.
6. Number & age of group the activity is to be presented to.
7. Describe your activity.
8. What area will you utilize during this time?
9. What are your objectives/goals for this activity?
10. What are the potential problems during this activity?

CC121A Practicum I
4th Weekly Report

Student's Name _____ Date _____

Site Name _____ Location _____

Date & number of hours worked this week _____

Next week's schedule of work (date & time) _____

Plan and supervise the free play/free choice time at your site. The following should help you in deciding points to consider & should be completed in advance. Be sure to discuss your plans with the Site Supervisor. He/she may use the back of this sheet to write comments & evaluate your plans & presentation.

1. Draw a sketch of the layout of the site where you work. Include the location of the various learning centers, bathrooms, eating area, and any other important areas. (Attach a separate piece of paper for this.)
2. When is free play/free choice scheduled in the daily plans at your site? How long does it last? Does it occur more than once in a day? How many children will be involved? What ages of children will be involved?
3. List any rules/policies for free play/free choice at this site.
4. Are various staff members responsible for supervising an area during this time? Or is one person responsible for supervising all children?
5. What learning center areas or rooms will you utilize during this time?
6. What activities and materials do you plan to have available for the children during free play/free choice?
7. What are your objectives/goals for this activity?
8. What are the potential problems during this activity?

CC121A Practicum I
5th Weekly Report

Student's Name _____ Date _____

Site Name _____ Location _____

Date & number of hours worked this week _____

Next week's schedule of work (date & time) _____

Work with your Site Supervisor in planning and supervising a two-dimensional art activity at your site. The following should help you in deciding points to consider & should be completed in advance. Be sure to discuss your final plans with the Site Supervisor. He/she may use the back of this sheet to write comments & evaluate your plans & presentation.

1. List any rules/policies for art activities at this site. How many people & who is responsible for supervising the children during this time?
2. Where & when is this type of activity usually held at your Site?
3. Name of your selected activity & source of the activity or idea.
4. Describe your activity. Where will you conduct this activity? What materials do you need to have available for this activity?
5. How many children will be involved in this activity at one time? What ages will they be?

And how many total children will you need to plan this activity for?

What special needs of the children at your Site need to be considered in planning this activity?
6. What are your procedures for introducing, presenting, and concluding this activity?
7. What are your goals/objectives for this activity?
8. What are the potential problems during this activity?

CC121A Practicum I
6th Weekly Report

Student's Name _____ Date _____

Site Name _____ Location _____

Date & number of hours worked this week _____

Next week's schedule of work (date & time) _____

Work with your Site Supervisor in planning and supervising a social studies activity at your site. The following should help you in deciding points to consider & should be completed in advance. Be sure to discuss your final plans with the Site Supervisor. He/she may use the back of this sheet to write comments & evaluate your plans & presentations.

1. List any rules/policies for social studies activities at this site. How many people & who is responsible for supervising the children during this time?
2. Where & when is this type of activity usually held at your site?
3. Name of your selected activity & source of the activity or idea?
4. Describe your activity. Where will you conduct this activity? What materials do you need to have available for this activity?
5. How many children will be involved in this activity at one time?

What is the total number of children you will need to plan this activity for?

What special needs of the children at your Site need to be considered in planning this activity?
6. What are the procedures for introducing, presenting, and concluding this activity?
7. What are your goals/objectives for this activity?
8. What are the potential problems during this activity?

CC121A Practicum I
7th Weekly Report

Student's Name _____ Date _____

Site Name _____ Location _____

Date & number of hours worked this week _____

Next week's schedule of work (date & time) _____

Work with your Site Supervisor in planning and supervising a three-dimensional art activity at your site. The following should help you in deciding points to consider & should be completed in advance. Be sure to discuss your final plans with the Site Supervisor. He/she may use the back of this sheet to write comments & evaluate your plans & presentation.

1. List any rules/policies for art activities at this site. How many people & who is responsible for supervising the children during this time?
2. Where & when is this type of activity usually held at your Site?
3. Name of your selected activity & source of the activity or idea.
4. Describe your activity. Where will you conduct this activity? What materials do you need to have available for this activity?
5. How many children will be involved in this activity at one time? What ages will they be?

What is the total number of children you will need to plan this activity for?

What special needs of the children at your Site need to be considered in planning this activity?
6. What are your procedures for introducing, presenting, and concluding this activity?
7. What are your goals/objectives for this activity?
8. What are the potential problems during this activity?

CC121A Practicum I
8th Weekly Report

Student's Name _____ Date _____

Site Name _____ Location _____

Date & number of hours worked this week _____

Next week's schedule of work (date & time) _____

Work with your Site Supervisor in planning and supervising a dramatic play activity at your site. The following should help you in deciding points to consider & should be completed in advance. Be sure to discuss your final plans with the Site Supervisor. He/she may use the back of this sheet to write comments & evaluate your plans & presentation.

1. List any rules/policies for dramatic play at this site. How many people & who is responsible for supervising the children during this time?
2. Where & when is this type of activity usually held at your site?
3. Name of your selected activity & source of the activity or idea?
4. Describe your activity. Where will you conduct this activity? What materials do you need to have available for this activity?
5. How many children will be involved in this activity at one time?

What is the total number of children you will need to plan this activity for?

What special needs of the children at your Site need to be considered in planning this activity?
6. What are your procedures for introducing, presenting, and concluding this activity?
7. What are your goals/objectives for this activity?
8. What are the potential problems during this activity?

CC121A Practicum I
9th Weekly Report

Student's Name _____ Date _____

Site Name _____ Location _____

Date & number of hours worked this week _____

Next week's schedule of work (date & time) _____

Plan and supervise the outdoor activity time or an outdoor game at your site. The following should help you in deciding points to consider & should be completed in advance. Be sure to discuss your plans with the Site Supervisor. He/she may use the back of this sheet to write comments & evaluate your plans & presentation.

1. On a separate piece of paper, draw a sketch of the outdoor playground layout and its relationship to the building of the site where you work. Include the location & description of various playground pieces, storage areas, and landscaping.
2. When is outdoor play scheduled in the daily plans at your site? How long does it last? Does it occur more than once in a day? How many children will be involved? What ages of children will be involved?
3. List any rules/policies for outdoor play at this site.
4. Are various staff members responsible for supervising an area during this time? Or is one person responsible for supervising all children?
5. What activity areas will you utilize during this time? Or, will you utilize the entire area?
6. What activities and materials do you plan to have available for the children during outdoor play? What is the source of your ideas?
7. What are your objectives/goals for this activity?
8. What are the potential problems during this activity?

CC121A Practicum I
10th Weekly Report

Student's Name _____ Date _____

Site Name _____ Location _____

Date & number of hours worked this week _____

Next week's schedule of work (date & time) _____

Work with your Site Supervisor in planning and supervising a creative movement activity at your site. The following should help you in deciding points to consider & should be completed in advance. Be sure to discuss your final plans with the Site Supervisor. He/she may use the back of this sheet to write comments & evaluate your plans & presentations.

1. List any rules/policies for creative movement at this site. How many people & who is responsible for supervising the children during this time?
2. Where & when is this type of activity usually held at your site?
3. Name of your selected activity & source of the activity or idea?
4. Describe your activity. Where will you conduct this activity? What materials do you need to have available for this activity?
5. How many children will be involved in this activity at one time?

What is the total number of children you will need to plan this activity for?

What special needs of the children at your Site need to be considered in planning this activity?
6. What are the procedures for introducing, presenting, and concluding this activity?
7. What are your goals/objectives for this activity?
8. What are the potential problems during this activity?

NW IA Early Childhood Conference

Child Care Student Assignment

Must be written in ink or typed.

For EACH keynote and workshop session:

1. Summarize the key points of the presentation. (one paragraph)
2. What is your opinion on the strengths & weaknesses of this presentation or the topic of this presentation? (one paragraph)
3. How do you feel this presentation will directly apply to you and help you in your education & career? (one paragraph)

Assignment due _____

CC121A Practicum I
11th Weekly Report

Student's Name _____ Date _____

Site Name _____ Location _____

Date & number of hours worked this week _____

Next week's schedule of work (date & time) _____

Work with your Site Supervisor in planning and supervising a music activity at your site. The following should help you in deciding points to consider & should be completed in advance. Be sure to discuss your final plans with the Site Supervisor. He/she may use the back of this sheet to write comments & evaluate your plans & presentation.

1. List any rules/policies for music activities at this site. How many people & who is responsible for supervising the children during this time?
2. Where & when is this type of activity usually held at your site?
3. Name of your selected activity & source of the activity or idea?
4. Describe your activity. Where will you conduct this activity? What materials do you need to have available for this activity?
5. How many children will be involved in this activity at one time?

What is the total number of children you will need to plan this activity for?

What special needs of the children at your Site need to be considered in planning this activity?
6. What are the procedures for introducing, presenting, and concluding this activity?
7. What are your goals/objectives for this activity?
8. What are the potential problems during this activity?

CC121A Practicum I
12th Weekly Report

Student's Name _____ Date _____

Site Name _____ Location _____

Date & number of hours worked this week _____

Next week's schedule of work (date & time) _____

Work with your Site Supervisor in planning and supervising a math activity at your site. The following should help you in deciding points to consider & should be completed in advance. Be sure to discuss your final plans with the Site Supervisor. He/she may use the back of this sheet to write comments & evaluate your plans & presentation.

1. List any rules/policies for math activities at this site. How many people & who is responsible for supervising the children during this time?
2. Where & when is this type of activity usually held at your site?
3. Name of your selected activity & source of the activity or idea?
4. Describe your activity. Where will you conduct this activity? What materials do you need to have available for this activity?
5. How many children will be involved in this activity at one time?

What is the total number of children you will need to plan this activity for?

What special needs of the children at your Site need to be considered in planning this activity?
6. What are the procedures for introducing, presenting, and concluding this activity?

7. What are your goals/objectives for this activity?

8. What are the potential problems during this activity?

CC121A Practicum I
13th Weekly Report

Student's Name _____ Date _____

Site Name _____ Location _____

Date & number of hours worked this week _____

Next week's schedule of work (date & time) _____

Work with your Site Supervisor in planning and supervising a food activity at your site. The following should help you in deciding points to consider & should be completed in advance. Be sure to discuss your final plans with the Site Supervisor. He/she may use the back of this sheet to write comments & evaluate your plans & presentations.

1. List any rules/policies for food activities at this site. How many people & who is responsible for supervising the children during this time?
2. Where & when is this type of activity usually held at your site?
3. Name of your selected activity & source of the activity or idea?
4. Describe your activity. Where will you conduct this activity? What materials do you need to have available for this activity?
5. How many children will be involved in this activity at one time?

What is the total number of children you will need to plan this activity for?

What special needs of the children at your Site need to be considered in planning this activity?
6. What are the procedures for introducing, presenting, and concluding this activity?
7. What are your goals/objectives for this activity?
8. What are the potential problems during this activity?

CC121A Practicum I
14th Weekly Report

Student's Name _____ Date _____

Site Name _____ Location _____

Date & number of hours worked this week _____

Next week's schedule of work (date & time) _____

Work with your Site Supervisor in planning and supervising a science activity at your site. The following should help you in deciding points to consider & should be completed in advance. Be sure to discuss your final plans with the Site Supervisor. He/she may use the back of this sheet to write comments & evaluate your plans & presentation.

1. List any rules/policies for science activities at this site. How many people & who is responsible for supervising the children during this time?
2. Where & when is this type of activity usually held at your site?
3. Name of your selected activity & source of the activity or idea?
4. Describe your activity. Where will you conduct this activity? What materials do you need to have available for this activity?
5. How many children will be involved in this activity at one time?

What is the total number of children you will need to plan this activity for?

What special needs of the children at your Site need to be considered in planning this activity?
6. What are the procedures for introducing, presenting, and concluding this activity?
7. What are your goals/objectives for this activity?
8. What are the potential problems during this activity?

CC121A Practicum I
Optional Weekly Report

Student's Name _____ Date _____

Site Name _____ Location _____

Date & number of hours worked this week _____

Next week's schedule of work (date & time) _____

Work with your Site Supervisor in planning and supervising a health & safety activity at your site. The following should help you in deciding points to consider & should be completed in advance. Be sure to discuss your final plans with the Site Supervisor. He/she may use the back of this sheet to write comments & evaluate your plans & presentation.

1. List any rules/policies for health & safety activities at this site. How many people & who is responsible for supervising the children during this time?
2. Where & when is this type of activity usually held at your site?
3. Name of your selected activity & source of the activity or idea?
4. Describe your activity. Where will you conduct this activity? What materials do you need to have available for this activity?
5. How many children will be involved in this activity at one time?

What is the total number of children you will need to plan this activity for?

What special needs of the children at your Site need to be considered in planning this activity?
6. What are the procedures for introducing, presenting, and concluding this activity?
7. What are your goals/objectives for this activity?
8. What are the potential problems during this activity?

**Training Agreement
IOWA LAKES COMMUNITY COLLEGE
HEALTH/LIFE SERVICES DEPARTMENT
CHILD CARE PROGRAM**

The _____ will permit _____
(Training Site) (Student)
to enter their establishment for the purpose of gaining
practical knowledge and experience in the child care
profession from _____ to _____.
(Beginning Date) (Ending Date)
This training will be in accordance with the following
conditions:

1. The student, while in the practicum, shall be deemed a student learner and shall progress from one experience to the next. The student may not condense their work schedule, but shall adhere to the schedule recommended by the ILCC Child Care Program Practicum Instructor.
2. The ILCC Child Care Program Practicum Instructor shall call and/or make periodic visitations to the practicum site for input and feedback regarding the student experiences.
3. The student shall adhere to all policies of the Practicum Site, and make every effort to report for work promptly. In event of absence, the student must notify the Site Supervisor immediately.
4. The Site may not pay the student for hours worked in completion of Practicum requirements but may hire them for additional hours if desired.
5. Iowa Lakes Community College declares and reaffirms a policy of equal employment opportunity, equal education opportunity, and nondiscrimination in the provision of educational and other services, to the public.

(Child Care Program Practicum Instructor)

(Practicum Site Supervisor)

(ILCC Student)

Practicum Student Work Schedule

[illegible]

(ILCC Student)

(Practicum Site Supervisor)

REMEMBER!!!!!!!

Return your Site Supervisor's Manual to ILCC
with all your Final Evaluation forms.

Also, remember to pick up your own folder of personal information such as resume, autobiography, & copies of CPR cards, etc. so that you will have it when needed for an additional practicum experience.

Appendix D
Evaluation Forms Used By Staff
For Course Projects, Professional Resource Files,
Activity Card Files, & Practicum

CC123A Play & Creative Arts
Project Grading

Student Name _____

1. Game of Choice

- _____ Container - appropriate, durable, covered, labelled
- _____ Activity - useful idea, clever, creatively presented
- _____ Activity - neat, organized, complete
- _____ Written directions clear & complete, (enthusiasm if presented to class)
- _____ Project completed on time
- _____ Total

2. Design & Equip Center

- _____ Floor Plan - arrangement of space & equipment; flexibility, traffic flow, supervision, personal space
- _____ Activity/Interest Areas - appropriateness, placement
- _____ Equipment Selection - appropriate
- _____ Activity - neat, organized, complete
- _____ Project completed on time
- _____ Total

3. Game of Your Choice

- _____ Container - appropriate, durable, covered, labelled
- _____ Activity - useful idea, clever, creatively presented
- _____ Activity - neat, organized, complete
- _____ Written directions clear & complete, (enthusiasm if presented to class)
- _____ Project completed on time
- _____ Total

4. Prop Box

- _____ Container - appropriate, durable, covered, labelled
- _____ Activity - useful idea, clever, creatively presented
- _____ Activity - neat, organized, complete
- _____ Written explanations for its use clear & complete,
(enthusiasm if presented to class)
- _____ Project completed on time
- _____ Total

5. Puppet

- _____ Container - appropriate, durable, covered, labelled
- _____ Activity - useful idea, clever, creatively presented
- _____ Activity - neat, organized, complete
- _____ Written description of possible usage for the puppet
clear & complete, (enthusiasm if presented to class)
- _____ Project completed on time
- _____ Total

6. Rhythm Instruments

- _____ Container - appropriate, durable, covered, labelled
- _____ Activity - useful idea, clever, creatively presented
- _____ Activity - neat, organized, complete
- _____ Written description of possible usage or directions for
children to make the instruments clear & complete,
(enthusiasm if presented to class)
- _____ Project completed on time
- _____ Total

7. Flannelboard & Story

- _____ Flannelboard - appropriate size, durable, covered, neat
- _____ Story - storage container appropriate & labelled, includes typed copy of the story
- _____ Story characters - neat, clever, creatively presented, complete
- _____ Written description of possible usage &/or directions for children to participate clear & complete, (enthusiasm if presented to class)
- _____ Project completed on time
- _____ Total

8. Rebus Recipe Poster

- _____ Poster - appropriate size, durable, labelled
- _____ Recipe - useful idea, clever, creatively presented
- _____ Rebus directions clear & complete
- _____ Activity - neat, organized, complete, (enthusiasm if presented to class)
- _____ Project completed on time
- _____ Total

I.L.C.C. CHILD CARE PROFESSIONAL RESOURCE FILE
EVALUATION FORM

Student's Name _____

This professional resource file is a product which can be graded and is the record of how and what a student did to demonstrate competence in a certain skill area or course of study. This file serves as the basis for an ongoing process of self-improvement. Just as a teacher never ceases learning, so too, the professional resource file is never completed.

<u>CHECKLIST</u>	<u>ITEM</u>	<u>POINTS</u>				
		<u>Pract.</u>	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>
<u>CONTENT</u>						
	Required Materials (See attached list)	(30)				
	Additional Materials (10) Quantity (10) Applicability &/or Appropriateness	(20)				
<u>PRESENTATION</u>						
	Organization - appropriate dividers, etc.	(15)				
	Usability - easy to use & easily reviewed by others	(10)				
	General Appearance - neat, clean	(10)				
	Container - suitable, easily carried	(10)				
	Creativity	(5)				
	TOTAL	(100)				

Evaluator's Signature _____ (Date) _____

Evaluator's Signature _____ (Date) _____

Evaluator's Signature _____ (Date) _____

Evaluator's Signature _____ (Date) _____

CC123A Play & Creative Arts
Activity File Card Grading

Student Name _____

1. 25 Fingerplays

- _____ Cards - categorized behind appropriate divider
- _____ Number of cards as assigned
- _____ Cards - neat, organized
- _____ Activities - useful, descriptions/directions complete,
(enthusiasm if presented to class)
- _____ Project completed on time
- _____ Total

2. 25 Art Recipes

- _____ Cards - categorized behind appropriate divider
- _____ Number of cards as assigned
- _____ Cards - neat, organized
- _____ Activities - useful, descriptions/directions complete,
(enthusiasm if presented to class)
- _____ Project completed on time
- _____ Total

3. 25 2-dimen. Art Activities

- _____ Cards - categorized behind appropriate divider
- _____ Number of cards as assigned
- _____ Cards - neat, organized
- _____ Activities - useful, descriptions/directions complete,
(enthusiasm if presented to class)
- _____ Project completed on time
- _____ Total

4. 25 3-dimen. Art Activities

- _____ Cards - categorized behind appropriate divider
- _____ Number of cards as assigned
- _____ Cards - neat, organized
- _____ Activities - useful, descriptions/directions complete,
(enthusiasm if presented to class)
- _____ Project completed on time
- _____ Total

5. 25 Group Games

- _____ Cards - categorized behind appropriate divider
- _____ Number of cards as assigned
- _____ Cards - neat, organized
- _____ Activities - useful, descriptions/directions complete,
(enthusiasm if presented to class)
- _____ Project completed on time
- _____ Total

6. 25 Music/Movement

- _____ Cards - categorized behind appropriate divider
- _____ Number of cards as assigned
- _____ Cards - neat, organized
- _____ Activities - useful, descriptions/directions complete,
(enthusiasm if presented to class)
- _____ Project completed on time
- _____ Total

7. 25 Poems

- _____ Cards - categorized behind appropriate divider
- _____ Number of cards as assigned
- _____ Cards - neat, organized
- _____ Activities - useful, descriptions/directions complete,
(enthusiasm if presented to class)
- _____ Project completed on time
- _____ Total

8. 25 Food Recipes

- _____ Cards - categorized behind appropriate divider
- _____ Number of cards as assigned
- _____ Cards - neat, organized
- _____ Activities - useful, descriptions/directions complete,
(enthusiasm if presented to class)
- _____ Project completed on time
- _____ Total

9. 25 Multicultural

- _____ Cards - categorized behind appropriate divider
- _____ Number of cards as assigned
- _____ Cards - neat, organized
- _____ Activities - useful, descriptions/directions complete,
(enthusiasm if presented to class)
- _____ Project completed on time
- _____ Total

ILCC Child Care Practicum
Final Evaluation of Student
By ILCC Child Care Program Practicum Instructor

RATING: 3=Exceeds expectations	2=Meets expectations
1=Needs improvement	NA=Not observed

STANDARDS OF PERFORMANCE	RATING	COMMENTS
--------------------------	--------	----------

PUNCTUALITY/ATTENDANCE:

meets deadlines, follows
correct procedures in
relation to absences, &
is aware of importance

PROFESSIONAL CONDUCT:

appropriate appearance,
action, role expectations
& accountability

ABILITY TO ACCEPT CRITICISM:

accepts & alters behavior
based on evaluation

INITIATIVE: is self directed & seeks
additional learning experience

JUDGEMENT: can problem solve effectively,
can prioritize & knows legal &
self limit

ABILITY TO WORK WITH OTHERS:

is pleasant, courteous, assertive,
& relates effectively

LEADERSHIP POTENTIAL:

demonstrates ability to guide
or direct & to promote enthusiasm
& dedication to staff members

COMMUNICATION SKILLS:

effective interpersonal relationships
with staff, children, & families

ADMINISTRATIVE SKILLS:

is able to identify problems
& implement appropriate
intervention & to evaluate
effectiveness of interventions

APPLIES THEORY TO PRACTICUM:

correlates pertinent data to
site's situation, understands
rationale for theory

ORGANIZATIONAL SKILLS:

utilizes time effectively
& makes appropriate adjustment
in relation to unexpected
changes in routines

Summary:

(ILCC Student)

(Practicum Instructor)

(Date)

(Name of Site)

(Course Name/Number)

Appendix E
Evaluation Forms Used By Students
For Practicum & Courses

Self-Evaluation of Planned Activity

(This page is to be included with every weekly report.)

1. How do you feel about the way the activity went? What things went well for you during this activity? (reactions of the children, feedback from the Site Supervisor, etc.)

2. What problems did you have or what would you change for the next time that you do this activity?

3. Did you feel well organized/prepared before presenting your activity? Why/why not?

4. Did you change anything from your original plan? If so, what?

5. What follow-up or additional activities could you do to coordinate with the activity if you were to present it another time?

6. Any additional comments/reactions about this activity?

On your own paper, please reflect on your overall experiences of the week at this site. Record your tasks, observations, interpretations, reactions, and concerns. Did you share/discuss any of this with your Site Supervisor? Staple your journal to this report.

Do you need me to visit the site soon?

ILCC Child Care Program Practicum
Final Evaluation by Student of Practicum Site

Please answer the following questions by rating your responses on a scale from 1-5.

1 indicating - "not at all" or "inadequately"

5 indicating - "Very frequently" or "very adequately"

Explanatory examples or comments are welcome.

To what extent did your site:

1. Provide an orientation to your school/center (Introductions, tour of facilities, philosophy, policies, etc.)?

1 2 3 4 5

2. Work with you to define your role and a plan for increasing your responsibilities and obtaining experiences to meet your goals?

1 2 3 4 5

3. Advise you of opportunities for professional growth (professional meetings, board meetings, visits to referral agencies, etc.)?

1 2 3 4 5

4. Assist you in understanding the development and needs of individuals and groups?

1 2 3 4 5

5. Acquaint you with available literature and resources, including materials available for your use?

1 2 3 4 5

6. Provide helpful feedback on goals set, plans made, and techniques used?

1 2 3 4 5

7. Work with you on Practicum assignments?

1 2 3 4 5

8. Help you to become aware of and feel a part of the total school/center program?

1 2 3 4 5

9. Recognize your successes and state specific areas of professional strength?

1 2 3 4 5

10. Help you identify areas needing improvement and offer suggestions?

1 2 3 4 5

11. Establish rapport with you that encouraged open communication?

1 2 3 4 5

12. Provide emotional support to you as a person?

1 2 3 4 5

13. Pose questions that stimulated you to examine your procedures and philosophy in working in this professional setting?

1 2 3 4 5

14. As a whole how would you rate the guidance of your Site Supervisor?

1 2 3 4 5

A. In what ways could your Site Supervisor have been of more help to you during your Practicum experience?

B. What strengths did your Site Supervisor demonstrate?

(ILCC Student)

(Date)

(Site Supervisor)

(Name of Site)

(Course Name/Number)

ILCC Child Care Program Practicum
Final Evaluation by Student of ILCC
Child Care Program Practicum Instructor

Please answer the following questions by rating your responses on a scale from 1-5.

1 indicating - "not at all" or "inadequately"

5 indicating - "very frequently" or "very adequately"

Explanatory examples or comments are welcome.

To what extent did your Practicum Instructor:

1. Make her/himself available to you?

1 2 3 4 5

2. Establish rapport with you that encouraged open communication?

1 2 3 4 5

3. Facilitate rapport between you and your Site Supervisor?

1 2 3 4 5 Not
needed _____

4. Define and clarify the requirements of the Practicum?

1 2 3 4 5

5. Assist you by suggesting resources (materials, people, facilities) available?

1 2 3 4 5 Not
needed _____

6. Make suggestions or answer questions concerning your assignments?

1 2 3 4 5 Not
needed _____

7. Recognize your successes and state specific areas of professional strength?

1 2 3 4 5

8. Help you in identifying areas needing improvement and offer suggestions?

1 2 3 4 5

9. Pose questions that stimulated you to examine your procedures and philosophy in working in this professional setting?

1 2 3 4 5

10. Observe you in the professional setting and provide feedback?
(Observation possible in this setting, yes _____ no _____)
- 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
11. Provide feedback on written work?
- 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
12. As a whole how would you rate the supervision of your Practicum Instructor?
- 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
inadequate very adequate

Please answer briefly:

- A. In what ways could your instructor have been of more help to you during your professional experience?
- B. What strengths did your instructor demonstrate?
- C. What suggestions do you have to improve the Child Care Practicum experience?

(ILCC Student) (Date)

(Course Name/Number)

Final Self-evaluation by Student

Please compose and type a self-evaluation of this Practicum experience. Suggestions for consideration are:

1. Opportunities which were beneficial and those that were not beneficial.
2. Degree of success in meeting your goals and in executing your responsibilities.
3. Problems encountered and how they were resolved.
4. Personal development, with specific strengths and weaknesses.
5. Changes in your child care philosophy or in your personal view of the role of the child care personnel in this setting.
6. Personal attitude toward seeking employment in this type of setting.
7. Goals for your next Practicum course or for continuing professional development (if this is your last semester).

Give one typewritten copy of your self-evaluation to your ILCC Child Care Practicum Instructor when all other final evaluations are due.

Give one typewritten copy of your self-evaluation to your Site Supervisor when meeting with them to complete final evaluation forms.

SECTION NUMBER _____

INSTRUCTOR _____

This rating form gives you the opportunity to express your views anonymously on this course and the way it is being taught. It is used for course improvement.

Directions: Mark on the answer sheet the letter that represents the response closest to your opinion. Only one response per question.

SECTION I

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. I received a course syllabus, outline or schedule at the beginning of this course	A	B	C	D	F
2. Goals and objectives of this course were made clear	A	B	C	D	F
3. I feel that class time is efficiently used by the instructor to complete announced course goals and objectives	A	B	C	D	F
4. I find the instructor willing to assist me during posted office hours	A	B	C	D	F
5. Testing procedures were explained at the beginning of the course	A	B	C	D	F
6. Test questions are related to materials covered in the course . .	A	B	C	D	E
7. I feel that the instructor attempts to make the class as interesting as possible	A	B	C	D	F
8. Major points in class presentations are effectively summarized. .	A	B	C	D	E
9. The relationship between the instructor and myself contributes to a positive learning situation	A	B	C	D	E
10. My personal rights are respected by the instructor. (Confidentiality, for example)	A	B	C	D	F
11. Grades or comments from papers or tests are provided in a timely . manner	A	B	C	D	F
12. I find the textbook to be understandable	A	B	C	D	E
13. Outside readings and other assignments are useful for completing course objectives	A	B	C	D	E
14. The instructor is knowledgeable of the course content	A	B	C	D	E
15. I am challenged to do my best in this course	A	B	C	D	E
16. I am encouraged to ask questions	A	B	C	D	E
17. The grades which I have received so far in this course have been fair	A	B	C	D	E
18. The instructor shows enthusiasm in classroom presentations . . .	A	B	C	D	E

SECTION II

- | | |
|--|---|
| <p>19. For my preparation and ability, the level of difficulty of this course is?</p> <p>A. Very easy D. Somewhat difficult</p> <p>B. Somewhat easy E. Very difficult</p> <p>C. About right</p> | <p>20. For me, the pace at which the instructor covered the material during the term is?</p> <p>A. Very slow D. Somewhat fast</p> <p>B. Somewhat slow E. Very fast</p> <p>C. About right</p> |
| <p>21. To what extent does the instructor use examples or illustrations to clarify the materials?</p> <p>A. Seldom</p> <p>B. Frequently</p> <p>C. Occasionally</p> <p>D. Never</p> | <p>22. Which one of the following was the most important reason for you selecting this course?</p> <p>A. Friend(s) recommendation</p> <p>B. Teacher's reputation</p> <p>C. Faculty recommendation</p> <p>D. It was required</p> <p>E. Other</p> |

SECTION III

23. What do you like best about this course?
24. What can be done to help you more effectively learn?
25. Other comments?

Appendix F
Evaluation Forms Used By Professionals
For Practicum

ILCC Child Care Practicum
Midterm Evaluation of Student by Site Supervisor

Following is a list of skills required of practicum students. Its intended use is to provide both student and site supervisor with feedback related to the student's progress. Please place an "X" by those statements applicable to this student. It is recommended that both the site supervisor and student complete the form at Midterm and meet together to discuss their individual responses. The comment section could also be used to formulate goals for the remainder of the Semester.

I. General Qualities

- _____ Demonstrates interest and enthusiasm for working with and for children
- _____ Seeks opportunities to assume responsibility; takes initiative
- _____ Completes tasks without undue reinforcement or reminders
- _____ Maintains composure in difficult situations
- _____ Demonstrates appropriate professional work habits (punctuality, confidentiality, etc.)

Comments:

II. Relationship with Staff, Children, and Parents

- _____ Is developing positive relationships with children, parents, and staff
- _____ Communicates effectively with colleagues
- _____ Communicates effectively with parents
- _____ Communicates effectively with children
- _____ Understands role as member of a team

Comments:

III. General Instruction and Behavior Management

- _____ Matches instruction to child's level of development and competence
- _____ Matches content of activities/stories to children's interests and level
- _____ Makes self available to all children
- _____ Senses when to intervene in a child's learning and when to step back
- _____ Observes children and responds to their needs, questions, etc.
- _____ Applies appropriate guidance/discipline techniques to situation
- _____ Directions and expectations are clearly stated

Comments:

_____ Midterm Grade Recommended (Please refer to the grading policy on page 12 of the Practicum Handbook for general guidelines.)

(ILCC Student)

(Site Supervisor)

(Name of Site)

(Date)

(Course Name/Number)

Return to: Marsha Swanson
 Child Care Programs Supervisor
 Iowa Lakes Community College
 3200 College Dr.
 Emmetsburg, Iowa 50536

**IOWA LAKES COMMUNITY COLLEGE CHILD CARE PROGRAM PRACTICUM FINAL
EVALUATION OF STUDENT BY SITE SUPERVISOR**

Instructions: Please rate this student's performance/participation while she/he has been at your site. Place an "X" on the scale indicating the student's effectiveness in each of the areas. The following scale should be used:

- (5) excellent/outstanding/quality work
- (4) above average/very good
- (3) average/satisfactory/acceptable/adequate
- (2) below average/needs improvement/weak
- (1) unacceptable
- NA not able to observe

	5	4	3	2	1	
A. Feeling/Tone						
Warm						Cool
Friendly.						Withdrawn
Supportive.						Authoritarian
Interacts often.						Interacts rarely
Physical contact with children often						Rare physical contact with children
B. Quality of Presentation and/or interactions						
Organized						Seems disorganized
Enthusiastic						Neutral
Flexible						Rigid
Clear						Vague
Reasonable age levels						Unreasonable age level
Appropriate child expectations						Inappropriate expectations
Promotes problem solving						Furnishes all the answers
Lesson planning & preparation						Poor/ little planning or preparation
Considers child Interests						Ignores child interests
Lesson smoothness						Poorly sequenced lesson
Expands Interests of children						Ignores expanding opportunities
Provides variety						Activities limited by lack of planning
Manages time well						Poor time management
Sees overall view of unit when planning						Narrow Focus

	5	4	3	2	1	
C. Guidance Techniques						
Positive						Negative
Firm						Weak/nonexistent
Supervises all						Supervises only a few
Uses modelling						Poor role model
Notifies accom- plishments						Ignores accomplish- ments
Restates rules						States rule once
Uses redirection						Doesn't redirect
Uses many methods to change behavior						Uses only one or no method
D. Verbal Interactions						
Clear						Unclear
Receives childrens non-verbal comm- unications						Ignores
Gives specific directions						Vague directions
Volume Appropriate						Too loud/too quiet
Eye contact						No eye contact
Questioning tech- niques appro- priate						Few or no questions
E. Housekeeping						
Promotes child clean-up						Ignores child's abil- ity to clean-up
Replaces						Leaves out
Sees house- keeping tasks						Needs to always be directed
F. General						
Attendance						Poor attendance/late
Well groomed						Poorly groomed
Dependable						Undependable
Total area supervision						Limited/close area focus
Job attitudes good						Poor job attitudes
Relationships with staff good						Relationships with staff poor
Attitudes toward children & parents good.						Attitudes toward children & parents poor

	5	4	3	2	1	
Communication good						Communication poor
Flexible . . .						Rigid
Ability to take constructive suggestions. .						Unable to take constructive suggestions
Excellent progress						Questionable progress

Greatest Strengths:

Areas For Future Growth:

Additional Comments:

(ILCC Student) (Date) (Course Name/Number)

(Site Supervisor) (Name of Site)

Appendix G

Professional Resource File Guidelines

PROFESSIONAL RESOURCE FILE

Throughout your ILCC Child Care Program coursework, you will be developing your individual Professional Resource File. The Professional Resource File is a collection of documents to be used by early childhood professionals in their work with young children and families. It has two purposes: it may be shown to others to give them a picture of what information you find valuable in your work and it gives you an important tool for future work in early childhood programs.

The Professional Resource File should be organized and in a form that is easy to add to or delete from. It is a working resource -- one useful to you during your career. The Professional Resource File should serve as a reference guide on a daily basis.

Materials in the Professional Resource File may be arranged in many creative ways. It should be designed to be carried to and from a worksite, on a home visit, or to a meeting -- wherever early childhood professionals work.

Each instructor of an ILCC Child Care course will give requirements for what they want included in your Professional Resource File from that particular course. You may add items that are appropriate. Your file will be periodically graded for content.

Sample Categories for Professional Resource Files

Activities:

- Art
- Art Recipes
- Bulletin Boards
- Children's Literature
- Cognitive or Intellectual
- Creative Movement
- Creative Dramatics
- Dramatic Play Props
- Fingerplays - Poems
- Food - Cooking
- Language - Storytelling
- Math
- Motor - Gross & Fine
- Multi-cultural
- Music
- Patterns
- Puppets
- Reading Readiness
- Science
- Social Studies
- Transitions

Pictures:

- People
- Careers
- Animals
- Places
- Food
- Things

Reference:

- Administration
 - Mgmt. & Finances
 - Personnel
 - Parents & Comm.
- Articles
- CDA
- Child Abuse
- Community Services
- Computers
- Contemporary Issues
- CPR
- Developmentally Approp. Activ.
- Equipment/Teaching Aids
- First Aid/CPR
- Growth & Development
- Guidance & Discipline
- Health
- Inspiration
- Lesson Plans
- Licensing Standards
- NAEYC Accreditation Standards
- Newsletters

Nutrition
Parenting

Personal Achievement

- resume
- CEU's certif.
- Pract. eval.

Prof. Development

Prof. Organizations

Safety - Poisons

Self-esteem

Special Child

- Talented & Gifted
- Disabilities
- Family Support

Types of C. Care

- before & after school
- corporate day care
- day care centers
- foster care
- home day care
- Montessori
- nanny
- preschool
- sick child care
- resource & referrals

First Semester's Required Materials
I.L.C.C. Child Care Professional Resource File

PY223A - Human Growth - Child Psychology

1. All instructor handouts

CC114A - Principles of Child Care

1. All classroom handouts

CC111A - Practicum I

1. All classroom handouts
2. Brochures, pamphlets, info sheets from centers visited
3. Text, "Developmental Profiles" by Allen & Marotz

PE213A - First Aid, Health, Safety, & Nutrition

1. All classroom handouts
2. Own safety project
3. Text, "Safe Care For Kids" by Amer. Red Cross
4. Copy of: Amer. Red Cross Community CPR Card
Amer. Red Cross Standard First Aid Card
Amer. Red Cross Safe Care Card
Mandatory Reporter Child Abuse Training Certificate
5. IA DHS Child Day Care Centers & Preschools Licensing Standards & Procedures

Second Semester's Required Materials
I.L.C.C. Child Care Professional Resource File

CC123A - Play and Creative Arts

1. All instructor handouts
2. Plans for 20 additional children's activities
3. Copies of children's activities from class
4. Certificate of attendance at NWIA Workshop
& resources received filed in approp. categories

CC125A - Behavior and Guidance of Children

1. All instructor handouts

ED203A - Children's Literature

1. All instructor handouts
2. Poems, book cards, etc. created for class assignments

CC121A - Practicum II

1. Copy of self-evaluation & site supervisor evaluation of student at Practicum II

CC115A - Interim trip to MwAEYC

1. Certificate of attendance (CEU's)
2. Resources received & filed in appropriate categories

Third Semester's Required Materials
I.L.C.C. Child Care Professional Resource File

CC132A - Professional Development

1. All instructor handouts
2. Info on professional organizations & publications
3. Resume & info on job acquiring skills

CC122A - Special Children

1. All instructor handouts
2. Copy of self-evaluation & site supervisor evaluation of student at Spec. Child Lab Site

CC134A - Curriculum Planning

1. All instructor handouts
2. Copy of ea. unit completed by classmates

CC131A - Nanny Orientation

1. All instructor handouts

Fourth Semester's Required Materials
I.L.C.C. Child Care Professional Resource File

CC211A - Practicum III

1. Copy of self-evaluation & site supervisor evaluation of student at Practicum II

CC213A - Contemporary Issues in Child Care

1. All instructor handouts
2. Certificate of attendance at NWIA Workshop & resources received filed in approp. categories

Fifth Semester's Required Materials
I.L.C.C. Child Care Professional Resource File

CC223A - Administration of Programs for Children

1. All instructor handouts
2. Certificate of attendance at NWIA Workshop
& resources received filed in approp. categories

CC221A - Practicum IV

1. Copy of self-evaluation & site supervisor
evaluation of student at Practicum II

CC101A - Interim trip to MwAEYC

1. Certificate of attendance (CEU's)
2. Resources received & filed in appropriate
categories

Appendix H
Activity Card File Guidelines

ACTIVITY CARD FILE GUIDELINES

Throughout your ILCC Child Care Program coursework, you will be developing your own card file of activities to use with young children. The card file should be organized and in a form that is easy to add to or delete from. It should be a useful reference to you daily in your career.

Each instructor of an ILCC Child Care Curricular Course will give requirements for what they want included in your card file. You may add additional activities that are appropriate. Your file will be periodically graded for content.

Divider Headings for 4" x 6" Card File of Activities

Children's Literature: (9 dividers)

- Fantasy & Science Fiction
- Realistic Fiction
- Historical Fiction
- Picture Books
- Folklore
- Biography
- Poetry
- Multi-cultural
- Other non-fiction

Play & Creative Arts: (8 dividers)

- Fingerplays
- 2-Dimen. Art
- 3-Dimen. Art
- Creative Movement
- Games
- Songs
- Poems
- Recipes

Inquiry Activities: (20 dividers)

- Math:
 - Sorting/Matching
 - Size, Shape
 - One-to-one correspondence
 - Number & Counting
 - Space
 - Sets & Classifying
 - Comparing
 - Parts & Wholes
 - Measurement (Wt, Length, Temp., Vol.)
 - Time
 - Number Symbols
 - Sequencing/Ordering & Patterning

Science:

- Life Science
- Physical Science
- Earth Science
- Health & Nutrition

Social Studies:

- Multi-cultural
- Self
- Families
- Community