

Early Childhood Practicum Handout

Definitions

Field Experiences

- Early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions. (Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org/resources/glossary/>)
- Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs) http://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf
- 55 contact hours with minimal supervision required (example from Tacoma Community College)

Internship

- Full-time or part-time supervised clinical practice experience in P-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions. (Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org/resources/glossary/>)

Lab

- 1 credit – 22 contact hours (continually under the direct supervision of the instructor) (example from Tacoma Community College)

Practicum

- The field engagement of early childhood education students in the application of sound pedagogical practices in order enhance and support a quality early learning environment, which in turn allows preparation of a student as a practitioner of developmentally and culturally appropriate early learning practices. (example from South Piedmont Community College)
- 1 credit = 33 contact hours (autonomous study or related work activity under the intermittent supervision of the instructor). Called a “clinical” by other departments (example from Tacoma Community College)

Other Terms

- **Clinical Experiences** – Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. (Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org/resources/glossary/>)
- **Clinical Practice** – Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates’ progressive development of the professional knowledge, skills, and dispositions to be effective educators. (Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org/resources/glossary/>)
- Field experience vs. practicum <http://www.youtube.com/watch?v=9wDzM0Nxp5Y>

Selected References on Field Experiences

Field Experience as a Component of Teacher Preparation

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Impact of Field Experiences

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Site Selection & Supervision

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Communication and Mentoring with Mentor Teachers and Practicum Sites

- Guernsey, L., & Ochshorn, S. (2011). *Watching teachers work: Using observation tools to promote effective teaching in the early years and early grades*. Washington, DC: New America Foundation.
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Practicum Assignments and Assessments

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Teaching as Clinical Practice

Alter, J., & Cogshall, J. G. (2009). *Teaching as a clinical practice profession: Implications for teacher preparation and state policy*. Washington, DC: National Professional Center for Teacher Quality.

<http://www.tqsource.org/publications/clinicalPractice.pdf>

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<http://www.ncate.org/LinkClick.aspx?fileticket=mhfTkd2vXgY%3D&tabid=715>

Readings for Practicum Students

Code of Ethics

DEC (Division for Early Childhood) Code of Ethics

<http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Member%20Code%20Of%20Ethics.pdf>

NAEYC Code of Ethical Conduct and Statement of Commitment

http://www.naeyc.org/files/naeyc/image/public_policy/Ethics%20Position%20Statement2011_09202013update.pdf

NAEYC, NAECTE, and ACCESS Code of Ethical Conduct: Supplement for Early Childhood Adult Educators

http://www.naeyc.org/files/naeyc/image/public_policy/ethics04_09202013update.pdf

Course Texts

Campbell, P. H., Milbourne, S. A., & Kennedy, A. A. (2012). *CARA's kit for toddlers: Creating adaptations for routines and activities*. Baltimore: Brookes.

CLASS Dimensions Guide <http://store.teachstone.com/class-dimensions-guide/>

Friedman, D. L. (2011). *Creating and presenting an early childhood education portfolio: A reflective approach*. Independence, KY: Cengage Learning. (example from Blue Ridge Community College)

Milbourne, S.A., & Campbell, P.H. (2007). *CARA's kit: Creating adaptations for routines and activities*. Missoula, MT: DEC. <http://store.dec-sped.org/ShopCartUser/index/?showcategoryid=712>

North Carolina Foundations for Early Learning and Development

http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf

Evidence-Based Practices

DEC Recommended Practices in Early Intervention/Early Childhood Special Education

http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC_RPs_%204-25-14.pdf

Research Synthesis Points on Practices That Support Inclusion

http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf

Position Statements

[DEC/NAEYC](#)

Joint Position Statement on Inclusion http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion

[NAEYC](#)

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age

<http://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf>

Early Childhood Curriculum, Assessment and Program Evaluation

<http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf>

DEC – Promoting Positive Outcomes for Children with Disabilities

<http://www.naeyc.org/files/naeyc/file/positions/PrmtgPositiveOutcomes.pdf>

NAEYC – Screening and Assessment of Young English Language Learners

http://www.naeyc.org/files/naeyc/file/positions/ELL_Supplement_Shorter_Version.pdf

Early Childhood Mathematics: Promoting Good Beginnings

<http://www.naeyc.org/files/naeyc/file/positions/psmath.pdf>

Learning to Read and Write <http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF>

Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age http://www.naeyc.org/files/naeyc/PS_technology_WEB.pdf

Where We Stand on Child Abuse Prevention

<http://www.naeyc.org/files/naeyc/file/positions/ChildAbuseStand.pdf>

Where We Stand on Professional Preparation Standards

<http://www.naeyc.org/files/naeyc/file/positions/programStandards.pdf>

Where We Stand on Responding to Linguistic and Cultural Diversity

<http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf>

Where We Stand on School Readiness <http://www.naeyc.org/files/naeyc/file/positions/Readiness.pdf>

State Professional Teaching Standards

Example: North Carolina Professional Teaching Standards

<http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/prof-teach-standards.pdf>



PRACTICUM PLACEMENT POINTS

- Who are your stakeholders? Review your advisory committee for relevant practicum placements.
- Attend local child care director meetings, conferences, trainings to network with potential partners for practicum experiences.
- Engage in conversations with your local regulatory consultant for insight on quality environments.
- Contact students prior to the beginning date of class to discuss their schedules and provide workable solutions.
- Think out of the box! Is there Saturday care, second shift care, or family child care homes that would offer the flexibility to meet the needs of the students?
- Does your local school system have Pre-K classrooms? Connect with your exceptional children's program for ability diverse learning experiences for your students!
- Splitting practicum hours is doable—again, think of creative ways to work with students!

Practica Site Inventory

Name of Site	Type of Program (EHS, Child Care, pre-K, etc.)	Ages Served	Children with disabilities served?	Are there inclusive classrooms?	Children living in poverty?	Is there cultural diversity?	Is there linguistic diversity?	Is the site state rated? What is the star rating?	Is the site NAEYC accredited?	Corresponding Courses

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

<http://scriptnc.fpg.unc.edu/>