

**Texas A&M University-San Antonio**  
**College of Education and Human Development**  
**EDEC 4303 Practicum in Growth and Development**

**A. MAJOR COURSE DESCRIPTION / REQUIREMENT**

Familiarizes the student with authentic early childhood environments emphasizing the importance of developmentally appropriate and culturally relevant practices. This course may be repeated twice for credit when practicum placement occurs with a different age group or professional setting. 45 hours of field-based practicum work is required. May be repeated two additional times for credit if the placement involves a different age group (for a maximum of 9 credit hours earned for this course). TSI Restriction(s): Reading, Math, and Writing

**B. LEARNING OBJECTIVES**

Upon successful completion of this course, students will be able to:

1. Observe and document activities that encompass the physical, cognitive, social and emotional domains as well as adaptive/living skills.
2. Observe and document children's learning during individual, small and large group play-based activities, with sensitivity to individual and group needs.
3. Document children's experiences and learning in a format that can be shared with children, colleagues, and families. Documentation: observation log, anecdotal records, reflective journal
4. Identify one or more professional development goals, based on evaluation of performance as an early childhood educator.
5. Demonstrate understanding and respect for professional and ethical guidelines for early childhood educators.
6. Plan and implement Developmentally Appropriate guided activities with children and families.
7. Write weekly journals to reflect and evaluate teaching experiences, practice, and values in relation to NAEYC standards.

**C. RECOMMENDED READINGS**

- 1) *Heidemann, S., Menninga, B., & Chang, C. (2019). Intentional Teaching in Early Childhood: Ignite your passion for learning and improve outcomes for young children.* ISBN: 978-1-63198-426-6
- 2) Curtis, D., & Carter, M. (2013). *The art of awareness: how observation can transform your teaching*, 2nd Ed. Redleaf Press: St. Paul, MN
- 3) Sluss, D. (2014). *Supporting play in early childhood: environment, curriculum, assessment*. Cengage Learning: Stamford, CT
- 4) Additional reading on Blackboard

**D. ASSIGNMENTS**

1. Attend the site of the early childhood environment for a minimum of 45 hours.
2. Complete seven reflective journal entries pertaining to experiences in practicum placement.

3. Write a sample Parent newsletter/Brochure to make school/home connections.
4. Create guided exploration (lessons or activities) and participate in the activity.
5. Develop logs of observations of an individual child in an early childhood setting that depicts play behaviors and represents his/her progress in the physical, cognitive, social and emotional domains.
6. Complete an anecdotal record of the observation of a child.
7. Complete and present a reflection of the Practicum experience that includes reflective journal topics, observations and key take-away ideas.

STANDARD 1: Child Development and Learning in

STANDARD 2: Family–Teacher Partnerships and Community

STANDARD 3: Child Observation, Documentation, and Assessment

STANDARD 4: Developmentally, Culturally, and Linguistically Appropriate Teaching

STANDARD 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

STANDARD 6: Professionalism as an Early Childhood Educator

#### **E. EVALUATION**

Students will be evaluated according to rubrics specific to each assignment.