

**SOUTHEAST COMMUNITY COLLEGE**  
**DIVISION OF ARTS AND SCIENCES**  
**Early Childhood Education**  
**Revision Date: 07-01-26**

**I. CATALOG DESCRIPTION**

Course Number: ECED 2065

Course Title Child Care Head Teacher Practicum

Prerequisite(s): Program Permission. Current First Aid / CPR Certification.

ECED1050, ECED1060, ECED1110, ECED1120, ECED1160, ECED1220, ECED1224, ECED1230, ECED1260, ECED1610, ECED1620, ECED1630, , ECED1640 and ECED2060.

Open only to declared ECED students.

Catalog Description: This course provides a comprehensive, supervised lead teaching experience in a licensed early learning setting. The application of pedagogical knowledge, child development theory, and instructional strategies in classrooms serving young children. Students will design and implement developmentally appropriate learning activities, manage classroom environments, assess children's progress, and engage in reflective practice. Emphasis is placed on fostering inclusive, culturally responsive teaching, building strong family partnerships, and supporting the holistic development of young children. A weekly seminar complements the experience by addressing professional ethics, classroom management, curriculum planning and building partnerships with families and professional colleagues.

Credit Hours: 5.0

Class Hours: 30

Lab Hours: 135

Total Contact Hours: 165

**II. COURSE OBJECTIVES: *Course will:***

- A. Review the elements of an effective curriculum.
- B. Support the skills and attitudes required of a head teacher.
- C. Discuss the needs and interests of children based on observation and assessment.
- D. Review the process for planning and implementing appropriate activities for children based upon children's developmental needs.
- E. Recognize the key components of effective classroom management.
- F. Recognize the importance for developing effective relationships and interactions with children and families.
- G. Discuss effective communication strategies and collaboration of peers and staff as part of a professional team.
- H. Recognize the need for competent dependable employee skills of a lead teacher in the work place.
- I. Develop an awareness and appreciation of the diversity of children, families and colleagues.

**III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:**

A. Student Learning Outcomes: *Student will be able to:*

- 1. Identify key components of an early childhood curriculum in preparation for comprehensive planning.
- 2. Demonstrate skills and attitudes as required of a head teacher.
- 3. Use observation and assessment techniques/strategies to assess needs and interests of

- children for effective planning.
- 4. Identify and utilize resources for creating developmentally appropriate learning experiences.
- 5. Plan and implement developmentally appropriate curriculum utilizing state guidelines.
- 6. Incorporate resources and learning experiences through the appropriate use of technology.
- 7. Demonstrate the ability to implement curriculum with an individual child, a small group or large group of children.
- 8. Develop resourcefulness in creating and extending children's learning experiences.
- 9. Demonstrate the ability to effectively organize and maintain the operations of the early childhood classroom.
- 10. Demonstrate appropriate classroom management and guidance techniques with children.
- 11. Demonstrate responsive, respectful relationships with children through supportive interactions.
- 12. Demonstrate the ability to work and plan as part of a professional team.
- 13. Demonstrate competent dependable employee skills in the work place.
- 14. Explain the importance of effective communication and relationships between parents, teachers and children.
- B. General Education Learning Outcomes
  - 1. GELO #1: Oral Communication  
Outcome: Competently communicate messages - both verbally and nonverbally - to a variety of audience types and in a variety of situations.
  - 2. GELO #6: Career and Life Skills  
Outcome: Demonstrate choices that reflect personal responsibility in one's academic, civic, social, and vocational/professional life.

**IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)**

- A. Reflection Journals
- B. Bulletin Boards
- C. Circle/Music Presentations
- D. Concept and objectives
- E. Curriculum planning and implementation
- F. Parent Communication Activity

**V. INSTRUCTIONAL MATERIALS**

- A. Required Text(s):
  - 1. *Head Teacher Practicum Packet.*
- B. Other Resources:
  - 1. Supplies for bulletin board and practicum planning activities.

**VI. METHODS OF PRESENTATION/INSTRUCTION**

- A. Methods of presentation typically include a combination of the following:
  - 1. Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

**VII. METHODS OF EVALUATION**

- A. Methods of evaluation typically include a combination of the following:
  - 1. Course grades, at the determination of the instructor, will be based on class and group participation, class assignments, daily/weekly site journals, planning week's evaluation

professional attitudes and behaviors. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

**B. SCC GRADING SCALE**

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

**VIII. SPECIFIC COURSE REQUIREMENTS:**

1. Successful completion of all projects, assignments and presentations
2. Attendance as per program policy
3. Professional behaviors/expectations as per program policy
4. Develop resourcefulness in creating and extending children's learning experiences.