

Course Outline

COURSE: CD 30B **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2020 **CURRICULUM APPROVAL DATE:** 06/09/2020

SHORT TITLE: STUDENT TEACHING II

LONG TITLE: Practicum II: Advanced Early Childhood/TK Field Experience

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
4	18	Lecture:	2	36
		Lab:	6	108
		Other:	0	0
		Total:	8	144

COURSE DESCRIPTION:

Advance practicum, continuation of CD 30A. Designed for students at the end of their Early Childhood certificate program and/or Transitional Kindergarten certificate program. Student teachers will participate in 108 hours of supervised clinical practice. Designing, developing and implementing contemporary curriculum and instructional methods for early childhood education/transitional kindergarten programs.
PREREQUISITE: Completion of Child Development CD 30A with a grade of "C" or higher.

PREREQUISITES:

Completion of CD 30A, as UG, with a grade of C or better.

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 03 - Lecture/Laboratory
- 04 - Laboratory/Studio/Activity
- 04A - Laboratory - LEH 0.65
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed
- 73 - Dist. Ed Internet Delayed LAB
- 73A - Dist. Ed Internet LAB-LEH 0.65

STUDENT LEARNING OUTCOMES:

1. Utilize observational data as the basis for differentiated instruction.

Measure of assessment: Written and oral assignments.

Year assessed, or planned year of assessment: 2018

Semester: Spring

2. Utilize self-assessment to inform changes in teaching strategies.

Measure of assessment: Written and oral assignments.

Year assessed, or planned year of assessment: 2018

Semester: Spring

3. Visually document classroom learning.

Measure of assessment: Written and oral assignments.

Year assessed, or planned year of assessment: 2018

Semester: Spring

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 06/09/2020

2 Hours - Lecture

CONTENT: Course introduction. Review of student teaching, teaching philosophies, and practicum experiences, and reflective practice principles and process. Review teacher qualifications. ECE career ladder. Professional behaviors in the field.

STUDENT PERFORMANCE OBJECTIVES (SPO): Students will complete a reflective teaching activity and begin their reflective journal. Describe the purpose and process of reflective practice. Discuss and demonstrate professional and ethical teaching behaviors.

6 hours - Lab

Lab experience: Complete experience plans (demonstration of professional and ethical conduct), reflections and work with children (in the transitional kindergarten classroom).

Observation and analysis of professional teaching staff.

2 Hours - Lecture

CONTENT: Review current teaching practices and curriculum frameworks. Review of the NAEYC Code of Ethics. Developmentally appropriate practices.

SPO: Students will share observations on the variety of teaching roles, strategies and styles that reflect developmentally appropriate, culturally respectful and linguistically appropriate practices in the classroom.

6 hours - Lab

Lab experience: Complete experience plans, reflections and work with children. Participate in supervised interactions and activities with transitional kindergarten children.

2 Hours - Lecture

CONTENT: Review creating classroom culture and building relationships. Positive interactions with children and adults. Use of classroom assistants.

SPO: Relationship building practices will be observed, discussed and demonstrated. Students will review and discuss a variety of ways to document their experiences with children including visual documentation of children learning. Discuss how classroom assistants can be utilized.

6 hours - Lab

Lab experience: Complete experience plans, reflections and work with children.

2 Hours - Lecture

CONTENT: Review curriculum materials. Intentional teaching environments.

SPO: Students will set up environments, collect materials and carry out indoor/outdoor learning experiences with children which are developmentally, culturally and linguistically appropriate and play-based.

6 hours - Lab

Lab Experience: Complete experience plans, reflections and work with children.

2 Hours - Lecture

CONTENT: Review Assessment and Documentation.

SPO: Students will review the CA DRDP-PS tool and begin the development of a developmental portfolio on one child in their group.

6 hours - Lab

Lab Experience: Complete experience plans (use of assessment tools and documentation), reflections and work with children.

2 Hours - Lecture

CONTENT: Review diverse abilities, learning styles and temperaments. Differentiated instruction.

SPO: Students will discuss the children they are working with in terms of adaptations needed to support the development of children with diverse abilities, learning styles and temperaments.

6 hours - Lab

Lab Experience: Complete experience plans (use of observational data to plan differentiated instruction), reflections and work with children.

2 Hours - Lecture

CONTENT: Review assessment, written curriculum, and planning. Organization of space, time, materials and child groupings.

SPO: Students will review reflections on the environment and the children's usage of space, materials and activities to design curriculum.

6 hours - Lab

Lab Experience: Complete experience plans, reflections and work with children. Participate in typical teaching and non-teaching activities; such as organization of space, time, materials and child groupings and lesson planning.

2 Hours - Lecture

CONTENT: Self-reflection's review. Observations of children and their routines as a basis for planning.

SPO: Students will review all of their reflections and journal entries. After they critique their plans, documentations and journal entries students will set strategies for upcoming experiences in the classroom. Utilize the information gained from observation of children and their routines in the planning process.

6 hours - Lab

Lab Experience: Complete experience plans, reflections and work with children.

2 Hours - Lecture

CONTENT: Review record keeping and documentation.

SPO: Students share progress on the DRDP and children's portfolios.

6 hours - Lab

Lab Experience: Complete experience plans, reflections and work with children.

2 Hours - Lecture

CONTENT: Review Content Areas.

SPO: Review requirements of all the content areas and analyze program content that meets the needs of the children enrolled. Content areas: language, literacy, math, science, social studies, visual and performing arts.

6 hours - Lab

Lab Experience: Complete experience plans, reflections and work with children.

2 Hours - Lecture

CONTENT: Review Developmental Domains.

SPO: Students will critique the classroom indoors and outdoors using the assessment tools.

6 hours - Lab

Lab Experience: Complete experience plans, reflections and work with children.

2 Hours - Lecture

CONTENT: Review Integration of content areas across the curriculum.

SPO: Review the experiences offered to the children this past week. Identify areas where the content areas were integrated and those areas needing improvement.

6 hours - Lab

Lab Experience: Complete experience plans, reflections and work with children.

2 Hours - Lecture

CONTENT: Review environment as third teacher.

SPO: Students will examine the basic principles for use of materials and environments as invitations for focus and intentional learning opportunities.

6 hours - Lab

Lab Experience: Complete experience plans, reflections and work with children.

2 Hours - Lecture

CONTENT: Review Intentional and Meaningful Teaching practices.

SPO: Students will describe teaching practices that are intentional and meaningful to children, families and colleagues.

6 hours - Lab

Lab Experience: Complete experience plans, reflections and work with children.

2 Hours - Lecture

CONTENT: Review preparing children for transition.

SPO: Students will share their child's developmental portfolio, assessments and documentation. Class will strategize ways to support children in transitions.

6 hours - Lab

Lab Experience: Complete experience plans, reflections and work with children.

2 Hours - Lecture

CONTENT: Review Professional Development Skills and Re-Assessment: Beginning the cycle again. Self-assessment of teaching practices.

SPO: Students will share their Professional Development Portfolio. Students will assess their personal teaching behaviors.

6 hours - Lab

Lab Experience: Complete experience plans (personal teaching behaviors), reflections (on teaching experience) and work with children.

2 Hours

Final

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 40

Assignment Description: Review textbook chapter material presented in 30A and read appropriate textbook chapters for 30B.

Required Outside Hours: 32

Assignment Description: Develop a Professional Portfolio which contains all the assignments completed for the semester. Such as: observations, personal philosophy statement, a diagram and analysis of classroom space utilization, teaching strategies, developing a child's portfolio, and use of assessment tools.

METHODS OF INSTRUCTION:

Lecture, discussions, observations, lab experiences with children.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 25.00 %

Percent range of total grade: 20 % to 25 % Written Homework, Reading Reports, Essay Exams If this is a degree applicable course, but substantial writing assignments are not appropriate, indicate reason: Course primarily involves skill demonstration or problem solving

Problem-solving assignments

Percent of total grade: 25.00 %

Percent range of total grade: 20 % to 25 % Homework, Field Work, Lab Reports

Skill demonstrations

Percent of total grade: 50.00 %

Percent range of total grade: 50 % to 55 % Field Work

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Ann Epstein. The Intentional Teacher. Washington D.C: NAEYC,2014.

ISBN: 978-1-938113-06-02

Reading Level of Text, Grade: 12th Verified by: Publisher

D. Curtis, D. Lebo, W. Cividanes, M. Carter. Reflecting in Communities of Practice. St. Paul, MN: Redleaf Press,2013.

ISBN: 987-1-60554-148-8

Reading Level of Text, Grade: 12th Verified by: MS Word

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 198670

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: CD

CSU Crosswalk Course Number: 30B

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000562399

Sports/Physical Education Course: N

Taxonomy of Program: 130500