

Course Outline

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

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

SHORT TITLE: STUDENT TEACH I/REFLECT PRAC

LONG TITLE: Practicum I - EC Field Experience/Reflective Practice Seminar

<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:

In this course the student will practice and demonstrate developmentally appropriate early childhood program planning and teaching competencies under the supervision of ECE/CD faculty and other qualified early education professionals. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and develop professional behaviors working with children and families. Child centered, play oriented approaches to teaching, learning and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. (C-ID: ECE 210) **ADVISORY:** English 1A. **PREREQUISITE:** Completion of CD 1, CD 2 or CD/PSDYC 40, CD 5 or CD 7, and CD 32, with a grade of "C" or better.

PREREQUISITES:

- Completion of CD 1, as UG, with a grade of C or better.
- AND (Completion of CD 2, as UG, with a grade of C or better.
- OR
- Completion of CD 40, as UG, with a grade of C or better.
- OR
- Completion of PSYC 40, as UG, with a grade of C or better.)
- AND (Completion of CD 5, as UG, with a grade of C or better.
- OR
- Completion of CD 7, as UG, with a grade of C or better.)
- AND Completion of CD 32, 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. Integrate understanding of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Measure of assessment: Written, oral and practice assignments.

Year assessed, or planned year of assessment: 2016

Semester: Fall

2. Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Measure of assessment: Written, oral and practice assignments.

Year assessed, or planned year of assessment: 2016

Semester: Fall

3. Creating/designing, implementation, and evaluation of curriculum activities that are based on observation and assessment of young children.

Measure of assessment: Written, oral and practice assignments.

Year assessed, or planned year of assessment: 2016

Semester: Fall

4. Select, apply, and evaluate a variety of effective approaches, strategies, and techniques; including purposeful play; supporting students' learning and development and positive relationships with children and adults.

Measure of assessment: Written, oral and practice assignments.

Year assessed, or planned year of assessment: 2016

Semester: Fall

5. Critically assess one's own teaching experiences to guide and inform practice.

Measure of assessment: Written, oral and practice assignments.

Year assessed, or planned year of assessment: 2016

Semester: Fall

6. Implement the cycle of reflective practice.

Measure of assessment: Written, oral and practice assignments.

Year assessed, or planned year of assessment: 2018

Semester: Fall

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

Curriculum Approval Date: 06/09/2020

2 Hours - Lecture

CONTENT: Course introduction, overview of student teaching, teaching philosophies, and practicum experiences, and reflective practice principles and process. Teacher qualifications, ECE career ladder and 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.

6 hours - Lab

Lab Experience: Introduction to children and the early childhood environment, work with children.

2 Hours - Lecture

CONTENT: Current teaching practices and curriculum frameworks. Review of the NAEYC Code of Ethics.

SPO: Describe 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.

2 Hours - Lecture

CONTENT: Creating classroom culture and building relationships.

SPO: Relationship building practices will be observed, discussed and demonstrated. Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers. Describe strategies for promoting appropriate problem solving, conflict resolution, and pro social behaviors. Students will review and discuss a variety of ways to document their experiences with children.

6 hours - Lab

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

2 Hours - Lecture

CONTENT: Curriculum materials and "intentional" 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: 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, reflections and work with children.

2 Hours - Lecture

CONTENT: Diverse abilities, learning styles and temperaments.

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, reflections and work with children.

2 Hours - Lecture

CONTENT: Assessment, written curriculum, and planning.

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.

2 Hours - Lecture

CONTENT: Self-reflection and review.

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 learning experiences in the classroom.

6 hours - Lab

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

2 Hours - Lecture

CONTENT: Record keeping and documentation.

SPO: Students utilize an assessment tool (DRDP and children's portfolios) to document, assess and track children's progress.

6 hours - Lab

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

2 Hours - Lecture

CONTENT: Content Areas.

SPO: Review requirements of all the content areas and analyze the learning materials and program 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: 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: 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: 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: Intention 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: 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: Professional Development Skills. Re-Assessment: Beginning the cycle again.

SPO: Demonstrate professional and ethical behavior when interacting with children, families, coworkers and in written and verbal communication. Students will share their Professional Development Portfolio.

Strategies for promoting children's and families rights through advocacy. Review reflections and journal entries.

6 hours - Lab

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

2 Hours

Final

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 32

Assignment Description: OUT-OF-CLASS ASSIGNMENTS: Students will complete an observation of an ECE classroom and a self-assessment of their knowledge of developmentally appropriate classroom materials, activities and philosophies. Meet with placement site directors for an orientation and observation of the ECE professionals you will be working with. OUT-OF-CLASS ASSIGNMENTS: Pick one area of the center. Critique the materials, design and content for DAP, current research as well as focused learning opportunities. Design and implement one change in the area that would increase the children's focus and learning. OUT-OF-CLASS ASSIGNMENTS: Write a report on the critique completed in class based on the assessment tools. Design and implement changes that will promote development of all the domains. OUT-OF-CLASS ASSIGNMENTS: Add reading and writing to all areas in the classroom. OUT-OF-CLASS ASSIGNMENTS: Prepare a documentation panel on intentional learning opportunities. OUT-OF-CLASS ASSIGNMENTS: Finalize your child's portfolio. OUT-OF-CLASS ASSIGNMENTS: Complete your professional portfolio. OUT-OF-CLASS ASSIGNMENTS: Design a documentation panel to show parents what the children explored, discovered, learned during one recent experience. List the top 10 changes/improvements they would make after reviewing their reflections and journal entries. Prepare for the final.

Required Outside Hours: 40

Assignment Description: OUT-OF-CLASS ASSIGNMENTS: Read Chapter 1. Students will review the philosophy statements from the placement sites and prepare their personal philosophy statement to guide their practices this semester. OUT-OF-CLASS ASSIGNMENTS: Read Chapter 2. Students diagram the classroom environments and identify areas where children, culture and families are visible. Students make a plan to enhance one area. OUT-OF-CLASS ASSIGNMENTS: Read Chapter 3. Students will write an observation report on one area of the environment and describe how the children use the area, the teacher's intention for activities in the area and compare the two. Analysis of the environment and how it is being used vs. the intention of the environment. Students will establish a strategy to strengthen the area to meet long term goals. OUT-OF-CLASS ASSIGNMENTS: Read Chapter 4. Set up the portfolio and documentation process using the DRDP-PS. Collect work samples and anecdotal notes. OUT-OF-CLASS ASSIGNMENTS: Read Chapter 5. Develop strategies for supporting the children with diverse abilities, learning styles and temperaments discussed in class. Set up experiences designed to meet these specific needs. OUT-OF-CLASS ASSIGNMENTS: Read Chapter 6. Document one complete cycle of lesson planning: observation, plan, implementation process, and evaluation. OUT-OF-CLASS ASSIGNMENTS: Read Chapter 7. Implement 3 of the strategies discussed in class. Prepare documentation panel for one area's experience. OUT-OF-CLASS ASSIGNMENTS: Read Chapter 8. Compare your child's portfolio with the preschool learning foundations and develop an activity that supports the child's development in one area.

METHODS OF INSTRUCTION:

Lecture, discussions, observations, lab experiences with children.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 25 % Written Homework, Reading Reports, Lab Reports

Problem-solving assignments

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 25 % Homework, Field Work, Lab Reports, Other: Instructor observations during teaching assignments

Skill demonstrations

Percent of total grade: 50.00 %

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

Other methods of evaluation

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 25 % Instructor observations during teaching

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Curtis and Carter.. Learning Together with Young Children. St. Paul, Minn.: Redleaf Press,,2014.

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: 30A

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: CCC000558484

Sports/Physical Education Course: N

Taxonomy of Program: 130500