

CDE 204: PRACTICUM IN EARLY CHILDHOOD EDUCATION

Date Submitted: Wed, 21 Aug 2019 14:45:10 GMT

Formerly known as:

ECE 047A (or if cross-listed - inactivated courses associated with this course)

Originator

wsanders

Co-Contributor(s)**Name(s)**

Avalos, Maria

Greene, Donna

Justification / Rationale

To enable full transfer of the laboratory hours to CSU-SB's degree in ECE, we needed to change our Practicum to a 4-unit course. The spread of lecture and lab was not specified and so by changing this course to 4 units with 2 lab and 2 lecture and adding 1 lab unit to our Observation course, we feel provide students with the best opportunity to be successful in this degree program and beyond. We have chosen to change the discipline to Child Development and Education to reflect the additional of elementary education courses in our program. We have also made a faculty decision to make the courses numerically consecutive to make it easier for students to understand required vs. electives, the recommended order of courses and make wiser selections for electives that will lead to certificates, such as the Master Teacher Certificate for Language & Literacy. Finally, we have updated SLO's objectives and course content to meet the CA Curriculum Alignment Project (CAP) agreement for required ECE courses.

Effective Term

Fall 2020

Credit Status

Credit - Degree Applicable

Subject

CDE - Child Development & Education

Course Number

204

Full Course Title

Practicum in Early Childhood Education

Short Title

PRACTICUM

Discipline**Disciplines List**

Child Development/Early Childhood Education

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of 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.

Schedule Description

This course explores the application of child development theory to facilitate learning among young children, including: promoting self esteem, creativity, self discipline, development of physical and cognitive skills and literacy, and planning appropriate curriculum along with professional development of the teacher.

Prerequisite: CDE 101 & CDE 102 & CDE 103 & CDE 104 & CDE 203 (formerly ECE 001, ECE 010, ECE 012, ECE 040 & ECE 046B)

Lecture Units

2

Lecture Semester Hours

36

Lab Units

2

Lab Semester Hours

108

In-class Hours

144

Out-of-class Hours

72

Total Course Units

4

Total Semester Hours

216

Prerequisite Course(s)

CDE 101 & CDE 102 & CDE 103 & CDE 104 & CDE 203 (formerly ECE 001, ECE 010, ECE 012, ECE 040 & ECE 046B)

Required Text and Other Instructional Materials**Resource Type**

Book

Author

Epstein, Ann S.

Title

The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning

Edition

Revised

City

Washington, D.C.

Publisher

National Association for the Education of Young Children

Year

2014

College Level

Yes

Flesch-Kincaid Level

14.2 (36)

ISBN #

9781938113062

Resource Type

Instructional Materials

Open Educational Resource

Yes

Title

Practicum Course Reader

Edition

Current Each Semester

Publisher

Various peer-reviewed articles

Year

Current

Description

A collection of current research-based, peer-reviewed articles and websites and interactive media that meets the content knowledge foundation for the student

Class Size Maximum

30

Entrance Skills

Students who are taking the practicum course must have a thorough understanding of the role of a teacher in assessing children and using that assessment to create developmentally appropriate lesson plans.

Requisite Course Objectives

CDE 203-Apply knowledge of development to interpret observations and assessments.

CDE 203-Use observation and assessment tools to evaluate quality in environments, interactions, and curriculum

Course Content

1. Theory to Practice: Developmentally, culturally, and linguistically appropriate practices, Current research, State and national standards

2. Curriculum:

Written lesson plans

Adaptations for multiple reasons such as children with diverse abilities, learning styles, and temperaments, and teachable moments

Ongoing curriculum development cycle: Observation, Planning, Implementation, Evaluation, Documentation

Authentic assessment and documentation: Common tools, State and federal requirements

Content areas: Language, Literacy, Math, Science, Social Studies, Visual and performing arts, Integration of content areas across curriculum

Environment for teaching and learning: Physical environment; Routine and schedule; Material selection; Positive interactions with children and adults

Family involvement in early childhood programs

Lab Content

1. Theory to Practice: Developmentally, culturally, and linguistically appropriate practices, Current research, State and national standards

2. Curriculum:

Written lesson plans

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Family involvement in early childhood programs

Course Objectives

Objectives	
Objective 1	Apply understanding of current research and developmental theories to planning experiences for young children.
Objective 2	Demonstrate developmentally appropriate practices in supervised early childhood classrooms.
Objective 3	Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.
Objective 4	Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.
Objective 5	Perform teaching and non-teaching responsibilities.
Objective 6	Demonstrate professional and ethical behaviors.
Objective 7	Describe various family involvement strategies.
Objective 8	Model and facilitate appropriate problem solving, conflict resolution strategies, and social behavior.
Objective 9	Analyze student teaching experiences to inform and guide future teaching and collaborative practices.
Objective 10	Utilize effective record keeping systems to document, assess, and track children's progress.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Apply a variety of effective approaches strategies and techniques for teaching in an early childhood classroom.
Outcome 2	Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.
Outcome 3	Analyze personal teaching experiences to guide and inform practice.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Experiential	Field trips to science and nature sites or an overnight camping experience may add to the depth of understanding for science exploration with young children.
Observation	Students will conduct multiple observations of best teaching practices using frameworks that are research-based
Laboratory	Students will observe, assist and teach 162 hours in a preschool setting at the McCarthy Family Child Development and Training Center or a CA Early Childhood Mentor Teacher site in the Coachella Valley; students will conduct initial short activities to begin to work with the children's needs and interests and move on to developing 3-hour teaching blocks of time integrated across the curriculum with developmentally and culturally appropriate practices
Journal	Students will reflect on student teaching process and the impacts of their work on children and families
Discussion	Students will discuss with the instructor and among classmates what they are experiencing in the classroom as an observer and student teacher
Lecture	Students will be presented with core strategies to create a positive social climate for children, a well-organized classroom and instructional interactions

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Self/peer assessment and portfolio evaluation	Student will plan and then record their teaching on several occasions, and then reflect on their own teaching and with classmates and the instructor	Out of Class Only
Presentations/student demonstration observations	Students will select for the final assignment a brief recording of their teaching to share with the entire class and articulate the instructional interaction they are demonstrating	Out of Class Only
Laboratory projects	Students will observe, assist and teach in a mentor teacher's classroom under his or her direction	Out of Class Only
Reading reports	Students will read and take notes or quizzes 15 times to reflect upon the key teaching practices they are learning about intentional preschool teaching	Out of Class Only
Portfolios	Students will develop a portfolio of their activity plans which they develop with assistance from their mentor and instructor, their self-reflections, the feedback from their mentor teacher and from their instructor to both written plans and recordings of their teaching	Out of Class Only

Assignments
Other In-class Assignments

Work collaboratively with others to apply course lecture concepts in projects before applying them in the children's classroom

Other Out-of-class Assignments

1. Read text and journal articles as assigned and reflect on the readings.
2. Students will observe mentor teachers according to an analysis of best teaching practices to seek examples of those practices from "guided participation" (Vygotsky) to social/emotional development (CLASS).
3. Keep a reflection of student teaching classroom observations and self-reflection.
4. Develop and implement nine (5) 3-hour block lessons for the entire lab classroom of students and meet with the mentor teacher afterwards for reflection and feedback.
5. Record themselves while teaching, conduct written self-reflection after viewing the tape and view and provide instructional feedback to several classmates in an assigned Community of Reflective Practice.

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

10

On-campus %

90

Lab Courses

How will the lab component of your course be differentiated from the lecture component of the course?

Students will meet with the instructor on occasion and will complete a record, signed by the Mentor Teacher/Child Development Specialist of their hours each week in the mentor's classroom.

From the COR list, what activities are specified as lab, and how will those be monitored by the instructor?

All activities will be presented or reviewed in class, practiced in class and then applied in the children's classroom. These are monitored through observations and lesson plans turned in to the instructor, through on-line reading and reflection, through conversations with the instructor and feedback on self-recordings of their teaching; The instructor will make an unannounced visit during the semester.

How will you assess the online delivery of lab activities?

Online lab activities will be similar to in-class in that the students will post recordings of their teaching for self-reflection and reflection with other classmates and the instructor.

Instructors will approve activity plans prior to teaching through on-line submissions.

Instructors will assess videos multiple times over the semester of the student's actual practice teaching.

Instructional Materials and Resources**If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?**

Coaching Companion offered through University of Washington through a National Head Start pilot of Early Ed U

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

This tool enables students to present an activity to children and record themselves doing so. The student then uploads the video to the secure Coaching Companion operated through a national Head Start pilot at the University of Washington and self-reflects with a group of 4-6 classmates and the instructor.

Effective Student/Faculty Contact**Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?****Within Course Management System:**

Timely feedback and return of student work as specified in the syllabus

Discussion forums with substantive instructor participation

Chat room/instant messaging

Regular virtual office hours

Private messages

Online quizzes and examinations

Video or audio feedback

Weekly announcements

External to Course Management System:

Direct e-mail

E-portfolios/blogs/wikis

Listserves

Posted audio/video (including YouTube, 3cm mediasolutions, etc.)

Synchronous audio/video

Teleconferencing

Telephone contact/voicemail

USPS mail

For hybrid courses:

Scheduled Face-to-Face group or individual meetings

Field trips

Library workshops

Orientation, study, and/or review sessions

Supplemental seminar or study sessions

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Instructors will communicate with students 3-5 times per week through these tools in an array of configurations. If the course is an intensive, that communication will increase respectively. Faculty grade student work with rubrics and individualized feedback in a timely manner, often no more than 48 hours after submission.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

Instructors may provide field trips to child development centers for health, safety and nutrition observations, pre- and post- sessions meetings to enhance student/instructor contact but not to eliminate out-of-town registrants.

Other Information

Comparable Transfer Course Information

University System

CSU

Campus

CSU San Bernardino

Course Number

HD 282

Course Title

Early Childhood Curriculum

Catalog Year

2011-12

Rationale

Articulation agreement in place; Transfer Model Curriculum statewide also

University System

CSU

Campus

CSU San Bernardino

Course Number

HD 292

Course Title

Curriculum and Program: Laboratory

Catalog Year

2011-12

Rationale

Articulation in place; Transfer model curriculum

MIS Course Data

CIP Code

13.1210 - Early Childhood Education and Teaching.

TOP Code

130500 - Child Development/Early Care and Education

SAM Code

B - Advanced Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to CSU only

C-ID

ECE 210

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Approvals**Curriculum Committee Approval Date**

11/05/2019

Academic Senate Approval Date

11/14/2019

Board of Trustees Approval Date

12/19/2019

Chancellor's Office Approval Date

1/05/2020

Course Control Number

CCC000611417

Programs referencing this courseEarly Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=129/>)ECE Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=130/>)Early Childhood Education Site Supervisor Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=131/>)Early Childhood Education AS-T Degree (<http://catalog.collegeofthedesert.eduundefined?key=36/>)Early Childhood Education AS Degree (<http://catalog.collegeofthedesert.eduundefined?key=62/>)Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=129/>)ECE Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=130/>)Early Childhood Education Site Supervisor Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=131/>)Early Childhood Education AS-T Degree (<http://catalog.collegeofthedesert.eduundefined?key=36/>)Early Childhood Education AS Degree (<http://catalog.collegeofthedesert.eduundefined?key=62/>)