

CDE 204: PRACTICUM IN EARLY CHILDHOOD EDUCATION

Formerly known as:

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

Originator

wsanders

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

Avalos, Maria

Justification / Rationale

Every two years we modify courses in CDE in order to meet the ongoing requirements for CTE programs.

Effective Term

Fall 2023

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

Open Educational Resource

No

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

Resource Type

Instructional Materials

Open Educational Resource

Yes

Title

Practicum Field Experience Workbook

Edition

1

Publisher

College of the Canyons CA Community College Chancellors Office

Year

2020

Description

This is a workbook that guides students through student teaching experiences. The instructor has incorporated most of the exercises into the course reading materials that are compiled by the instructor and available for free online in the document entitled "Practicum Course Reader."

For Text greater than five years old, list rationale:

While this second revision is more than 5 years old, the teaching practices and intentionality remain current theory in the field of ECE. We have also supplemented this core text with additional online reading materials in the Practicum Course Reader.

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 observing and assessing children (CDE 203), in using that assessment to create developmentally appropriate, multiple developmental domain, culturally relevant, family-partnership-based lesson plans (CDE 203). Students will teach those activities under the tutelage of the Mentor Teacher and receive feedback on their teaching and analyze and synthesize how they will use the learning experience to improve their teaching to meet the needs of the children(CDE 203).

Requisite Course Objectives

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

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 activity plans will demonstrate the student can DESIGN developmentally appropriate activities across multiple developmental domains that are safe and healthy for children and are anti-bias:

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; routines and schedule; material selection; positive interactions with children and adults

Family involvement in early childhood programs

Lab Content

Curriculum: Practice teaching activities planned, obtain feedback from Mentor Teacher and faculty and reflect on their own teaching to work towards improvement in best teaching practices which the student will DEMONSTRATE:

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

Responsiveness to children's individual interests, needs and capabilities

Teaching practice is demonstrated across integrated content areas: language, literacy, math, science, social studies, visual and performing arts

Teaching practice is demonstrated through an environment for teaching and learning and material selection for each activity

Teaching practice demonstrates ways to include 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 108 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	Students will plan and then record their teaching on several occasions, and then reflect on their own teaching, with their Mentor Teacher, with classmates and with 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:

- Chat room/instant messaging
- Discussion forums with substantive instructor participation
- Online quizzes and examinations
- Private messages
- Regular virtual office hours
- Timely feedback and return of student work as specified in the syllabus
- 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:

Field trips
Library workshops
Orientation, study, and/or review sessions
Scheduled Face-to-Face group or individual meetings
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

CD 2281 and 2282

Course Title

Effective Interactions with Preschoolers and Early School-agers and Lab

Catalog Year

2022-23

Rationale

Articulation agreement in place; Transfer Model Curriculum statewide also

University System

CSU

Campus

CSU San Bernardino

Course Number

CD 2282 and 2292

Course Title

Effective Interactions with Infants and Toddlers and Lab

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

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)

CDE_Mail In Vote on Course Modifications Spring 2022.pdf

Approvals

Curriculum Committee Approval Date

10/20/2022

Academic Senate Approval Date

10/27/2022

Board of Trustees Approval Date

12/16/2022

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>)Early Childhood Education 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>)