

CDE A201: EARLY CHILDHOOD PRACTICUM - FIELD EXPERIENCE

Item	Value
Curriculum Committee Approval Date	10/16/2024
Top Code	130540 - Preshool Age Children
Units	3.5 Total Units
Hours	117 Total Hours (Lecture Hours 36; Other Hours 81)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)

Course Description

Practical experiences in childcare programs that focus on the individualized curriculum that addresses all areas of development, routines, and the role of the teacher. Course also covers observation and evaluation of children in play situations, the development of indoor and outdoor environments, positive guidance and staff relationships. Participation in this course has the following requirements: Proof of measles, pertussis, and flu vaccinations, negative TB test results within the last year, and fingerprint clearance through Community Care Licensing. Directions and paperwork for fingerprint clearance will be emailed to the student upon enrollment. Formerly known as EC A201. PREREQUISITE: CDE A156 or EC A156; CDE A165 or EC A165; CDE A200 or EC A200. Transfer Credit: CSU. C-ID: ECE 210. **C-ID:** ECE 210.

Course Level Student Learning Outcome(s)

1. Integrate development and needs to create, evaluate and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
2. Design, implement, evaluate and extend curriculum activities that are based on observation and assessment of young children, including an analysis of the teacher's role and suggestions for family involvement.
3. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Course Objectives

- 1. Assume teaching and non teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom and develop persona of a professional educator.
- 2. Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.
- 3. Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for all young children.

- 4. Analyze classroom space in terms of its effect on the behavior and interactions of children and teachers.
- 5. Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum.
- 6. Model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies.
- 7. Critically assess personal experiences to inform and guide future teaching and collaborative practices.
- 8. Develop a recordkeeping system to document and track children's progress.
- 9. Demonstrate professional behavior and preparation for the field of early childhood education.
- 10. Apply principles of effective advocacy in assignments or projects.

Lecture Content

I. Introductions A. State qualifications B. Career ladder C. Developmentally Appropriate Practices D. Professional code of Ethics E. Self-Reflection, Self-Assessment Portfolio II. Classroom Management A. Organization of time space and materials B. Managing large and small groups of children C. Managing routines D. Understanding the needs of children from diverse back grounds or with diverse abilities and needs E. Positive interactions with children adults in primary languages III. Health and safety A. Infectious diseases 1. Prevention 2. Legal responsibilities B. Earthquake and fire drills C. Accident reports D. Safety checks and forms E. Daily responsibilities IV. Teacher role in play A. Developmentally, culturally, and linguistically appropriate practices B. Developing positive relationships with children and adults in the environment C. Guiding children towards self-control D. Entering play a. Reasons for entering play b. nb sp; Techniques for entering play c. Student analysis and discussion of teacher role in entering hypothetical play situations E. Facilitating the play experience a. Why interfere? b. Scaffolding on children's thinking c. Problem solving 1. Cognitive problems 2. Social problems d. Student analysis and discussion of teacher role in facilitating hypothetical play situations V. Curriculum development A. Goals and responsibilities of the teacher B. Building upon children's interest and needs 1. Responding to play with curriculum ; a. When to build on a play idea b. How to respond 2. Responding to children's needs a. Identifying needs b. Appropriate responses C. Curriculum activity plans nb sp; 1. Webbing and curriculum 2. When to choose a web 3. How to develop a web 4. Documenting the results of curriculum plans a. Anecdotes b. Annotated photos c. Work samples d. Language samples D. Curriculum Cycle- Observation, Planning, Implementation, Evaluation, Documentation E. Individual, small group, whole group applications F. Emergent curriculum G. Content Areas may include: Language, Literacy, Math, Science, Social Studies, Visual and Performing Arts, Sensory Activities H. Developmental Domains- Social, Emotional, Cognitive, Physical I. Use of Environment n bsp; J. Use of Interactions K. Professional development skills VI. Guidance A. Identifying behavior challenges and the causes B. Identifying appropriate responses to behavior C. Discussing behavior or developmental concerns with parents VII. Working with parents A. Establishing relationships with parents B. Helping parents with personal problems 1. Parent education 2. Social resources C. Communicating with parents 1. Informal 2. Formal Assessments a. Using an assessment tool b. Portfolios c. Communicating the results ; d. Identifying problems in development 3. Conferences a. Preparing for a successful conference b. Conducting a successful conference 4. Dealing with angry parents 5. Communicating when there is a problem with the child nb sp; a. informal b. conference c. Creating a support plan for the child d. Role-play a conference VIII.

Working with other adults A. Reasons to communicate B. Effective communication p; 1. Active listening 2. "I" messages C. Signs of problems IX. Professional code of ethics A. NAEYC Code of Ethics B. Identifying ethical issues in the classroom C. Problem solving ethical issues X. Getting a job A. Resumes B. The job interview C. Students create questions and interview each other

Lab Content

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Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)

- DE Online Lecture (02X)
- Field Experience (90)

Instructional Techniques

1. Practice of concepts and techniques in Lab 2. Instructor demonstration of concepts and teacher techniques 3. Seminar discussions 4. Individual quick writes and problem solving exercises with instructor feedback 5. Cooperative learning experiences 6. Periodic mentor teacher and instructor observations 7. Written feedback regarding classroom performance 8. Student self evaluation of classroom performance 9. Midterm individual conference with instructor 10. Weekly classroom teaching team meetings

Reading Assignments

Approximately 1 hour per week. California Preschool Learning Foundations California Preschool Curriculum Frameworks These texts will be used as reference materials.

Writing Assignments

1-2 hours/week Analytical written exercises on the following topics: observations of children and activities teacher role in facilitating play group time plans and evaluation classroom routines guidance issues evaluation of teacher interactions with children, parents, and teaching team members self evaluation and personal goal setting Curriculum web and documentation project

Out-of-class Assignments

2-3 hours per week Weekly curriculum and group time plans Documentation boards Parent communication Self-evaluation at midterm and final

Demonstration of Critical Thinking

Volunteer work in a preschool classroom and satisfactory performance of each course instructional objective as documented by instructor, mentor teacher, and self evaluation; personal goal setting; group participation in weekly classroom teaching team meetings and seminar; and curriculum project

Required Writing, Problem Solving, Skills Demonstration

1. Analytical written exercises on the following topics: observations of children and activities teacher role in facilitating play group time plans and evaluation classroom routines guidance issues evaluation of teacher interactions with children, parents, and teaching team members self evaluation and personal goal setting 2. Curriculum web and documentation project

Eligible Disciplines

Child development/early childhood education: Master's degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, or educational psychology with a specialization in child development/early childhood education OR bachelor's degree in any of the above AND master's degree in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent. Master's degree required.

Textbooks Resources

1. Required CA Dept of Education and CA Curriculum Framework. California Learning Foundations, ed. California Department of Education,

2008 Rationale: This is the most recent edition of this guide provided by CA Dept of Ed and the content has not changed. The Learning Foundations are comparable to the state standards/common core used in elementary school. However the Foundations apply to younger children so that teachers can prepare developmentally appropriate curriculum which will prepare them for Kindergarten and beyond.

Other Resources

1. Instructional materials provided and distributed by the instructor.