

**CDF 78 - Early Childhood Education Practicum****Catalog Description****Transfer Status:** CSU**Prerequisite:** 12 units from, CDF 12, CDEV C1000, CDF 18, CDF 40, CDF 48, CDF 56, CDF 57, CDF 63, CDF 65, CDF 80**Unit(s):** 3.00**Lecture:** 17.00 Contact hours/34.00 Out of class hours/51.00 Total hours/1.00 Unit(s)**Lab:** 102.00 Contact hours/0.00 Out of class hours/102.00 Total hours/2.00 Unit(s)**Total:** 119.00 Contact hours/34.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description: This course provides hands-on experience with developmentally appropriate early childhood program planning and teaching competencies under the supervision of ECE/CD faculty and other qualified early education professionals. Students will use practical classroom experiences to connect theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Reflective practice will be emphasized as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. The course includes exploration of career pathways, professional development, and teacher responsibilities. (C-ID ECE 210).

Objectives

Upon successful completion of this course, the student should be able to:

1. Apply current research and theories on learning and development to plan experiences for young children.
2. Demonstrate developmentally appropriate, professional, and ethical practices in supervised early childhood classrooms.
3. Plan, implement, and evaluate curriculum based on the needs and interests of young children.
4. Incorporate principles of Universal Design for Learning into a variety of curriculum experiences.
5. Demonstrate how to provide a supportive learning environment for children's first- and dual-language acquisition, development and learning.
6. Use documentation and assessment to monitor children's progress and to adjust learning experiences.
7. Analyze the impact of the classroom environment and daily routines on children's behavior as a basis for planning.
8. Demonstrate how to adjust curriculum, environments, routines, and teaching strategies to meet the individualized needs of infants, toddlers and preschool children.
9. Identify and implement strategies to prevent and/or address young children's challenging behaviors and to help children learn to resolve conflicts.
10. Practice strategies for communication and collaboration with families and other adults in the classroom to support young children's development and learning.
11. Reflect on student teaching experiences to guide future teaching, collaborative practices and ongoing professional development.
12. Describe the ability to provide guidance and constructive performance feedback to other adults in the ECE setting.

Course Content**Topic Titles / Suggested Time Topic****Lecture**

<u>Topics</u>	<u>Lec Hrs</u>
Theory to Practice	2.00
1. Developmentally, culturally, and linguistically appropriate practices	
2. Current research related to children's development and learning	
3. State and national standards	
Professionalism and Ethics	2.00
1. The role and responsibilities of the student-teacher	
1. Typical teaching and non-teaching activities in early childhood settings	
2. Self-reflection and self-assessment	
3. Ethical practices	
4. Appropriate communication and interactions with supervising teacher, peers, children, and families	
5. Positive dispositions of caring, support, acceptance, and fairness	
Planning Instruction and Designing Learning Experiences	5.00

1. The ongoing curriculum development cycle
 1. Observation
 1. Strategies
 2. Goals
 2. Planning
 1. Based on observation
 2. Elements of a lesson plan
 3. In collaboration with others
 3. Implementation
 1. Developmentally appropriate practices
 2. Variety of strategies
 1. Intentional teaching
 2. Teachable moments
 3. Child-initiated and teacher-directed interactions
 4. Focused conversations
 5. Flexibility
 4. Reflection and evaluation
 1. Reflection on the experience
 2. Adaptations for multiple reasons
 3. Incorporated into future planning
 5. Documentation
 1. Purpose
 2. Types
2. Teaching in the content areas
 1. The use of teachers' discipline-based knowledge in the content areas
 2. Supporting children's content learning and developing skills
 3. Key content appropriate for young children as contained in the California Infant/ Toddler and Preschool Foundations and Curriculum Frameworks
 1. Social and Emotional Development
 2. Language and Literacy
 3. English Language Development
 4. Mathematics
 5. Visual and Performing Arts
 6. Physical Development
 7. Health
 8. History-Social Sciences
 9. Science
 4. Integration of content areas across the curriculum

Environments for Teaching and Learning**2.00**

1. Use of space and floor plans indoors and out
2. Equipment and material selection
3. Instructional technology
4. Routine and schedule
5. Effects of floor plans and routines on children's behavior

Classroom Management**2.00**

1. Guidance
 1. Developmentally appropriate expectations
 2. Proactive/preemptive guidance strategies
 3. Interactions and positive interventions
 4. Cultural perspectives on guidance
 5. Challenging behaviors
 6. Conflict resolution
2. Staffing and scheduling
3. Effects of outside factors

Family Engagement**2.00**

1. Home school relationships

Topics**Lec Hrs**

2. Respectful communication
3. Supporting home language
4. Partnering with parents to support children's learning
5. Preparing for parent conferences

Developing as a Professional Educator**2.00**

1. Professional portfolio
2. Qualifications and standards for teachers in California
 1. Title 22
 2. Title V
 3. Commission on Teacher Credentialing Teaching Performance Expectations (TPEs)
3. Career Ladder
4. Professional development
5. Advocacy for children and best practices
6. Professional responsibilities for the learning outcomes of all children
7. Skills for working with other adults
 1. Co-plan and co-teach with others
 2. Supervision of others in the classroom such as aides and parents
 3. Constructive performance feedback to adults

Total Hours: 17.00**Lab****Topics****Lab Hrs**

Observe children as a basis for planning.	8.00
Perform typical teaching and non-teaching activities.	8.00
Plan and implement curriculum and learning experiences for key content and skill areas across the curriculum based on observation and assessment.	22.00
Use the environment such as physical space, routines, materials, equipment to promote children's development and learning.	8.00
Implement learning experiences to meet children's individual needs including first and/or second language acquisition.	8.00
Demonstrate a variety of teaching strategies.	8.00
Contribute as a member of the teaching team.	8.00
Use reflection to adjust personal teaching approaches, plans, and the environment.	8.00
Set developmentally-appropriate expectations for young children's behavior.	8.00
Document learning and developmental outcomes.	8.00
Demonstrate ethical and professional practice.	8.00

Total Hours: 102.00**Methods of Instruction**

- A. Class Activities
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Multimedia Presentations

Methods of Evaluation

- A. Portfolios
- B. Projects
- C. Journal
- D. Lab Projects
- E. Performance Examinations
- F. Examinations
- G. Mentor Teacher (qualified early education professionals) evaluations

Examples of Assignments**Reading Assignments**

1. Read current research and theories on learning and development to plan experiences for young children and share your findings with the class.

2. Read peer-reviewed articles on strategies for communication and collaboration with families to support young children's development and learning and be prepared to discuss in groups.

Writing Assignments

1. Write a summary in 1500 words or less, describing appropriate communication and interactions with supervising teachers, peers, children, and families.
2. Analyze through observation the impact of the classroom environment and daily routines on children's behavior and write a three-page lesson plan based on the needs and interests of young children.

Out-of-Class Assignments

1. Create a portfolio from your classroom that demonstrates the skills/ abilities, knowledge, concepts and theories which are represented in the children's environment and present your file in class.
2. Evaluate a Mentor Teacher and assess their application of essential teaching skills and evaluation techniques and share your findings in your portfolio evaluation summary.

Recommended Materials of Instruction

Dombro, A., Stetson, C., & Jablon, J. (2020). Powerful Interactions: How to Connect with Children to Extend Their Learning. *National Association for the Education of Young Children, 2nd*. 978-1-938113-72-7.

Bredenkamp, S., Copple, C. (2022). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8. *National Association for the Education of Young Children, 4th*. 978-1-938113-95-6.

Bredenkamp, S. (2024). Effective Practices in Early Childhood Education: Building a Foundation. *Pearson, 5th*. 9780137848911.

Zero Cost Textbook

Open Educational Resource - Canvas Commons: <https://lor.instructure.com/resources/4f9a5dec31b84df5a37feecd4089ec65?>

Other Learning Materials

Open Educational Resource - Canvas Commons: <https://lor.instructure.com/resources/4f9a5dec31b84df5a37feecd4089ec65?shared>

California Infant & Toddler Foundation: <https://www.cde.ca.gov/sp/cd/re/itfoundations.asp>

California Preschool Learning Foundation: <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

California Preschool Curriculum Framework: <https://www.cde.ca.gov/sp/cd/re/psframework.asp>

California Early Childhood Educator Competencies: <https://www.cde.ca.gov/sp/cd/re/ececomps.asp>

Minimum Qualifications

Child Dev/Early Childhood Ed

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