

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

CDF 78 - Early Childhood Education Practicum

3 Unit(s)

Prerequisite(s): CDF 40, CDF 63

Recommended Prep: CDF 12 and CDF 44 and CDF 57

Transfer Status: CSU

34 hours Lecture

51 hours Lab

This capstone course is 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. This course includes fifty-one hours of participation with young children in an approved early childhood (Butte College or Mentor) program. (C-ID ECE 210).

II. OBJECTIVES

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

- A. Integrate understandings of children's needs and development in order to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- B. Evaluate the effectiveness of early childhood curriculum, classroom environments, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- C. Design, implement and evaluate curriculum activities that are based on observation, documentation and assessment of young children.
- D. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.
- E. Critically assess one's own teaching experiences to guide and inform practice.
- F. Demonstrate the interpersonal skills necessary to successfully participate in an early care and education setting.
- G. Evaluate and utilize a recordkeeping system to document and track children's progress.
- H. Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for young children.
- I. Demonstrate professional behavior and preparation for the field of early childhood education including a written professional growth plan and written and verbal communication skills.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

Lecture	
<u>Topics</u>	<u>Hours</u>
1. Introduction to course, review of lab procedures, and use of a variety of technology tools	2.00
2. Using and articulating current research and understanding of development and learning theories.	6.00

3. The Curriculum Planning Process	6.00
<ul style="list-style-type: none"> • Observation • Documentation • Reflection and Planning • Implementation • Reflection and Evaluation 	
4. Integrating curriculum through the learning domains (e.g., aesthetic, affective, cognitive, language, physical and social) and content areas (e.g., language, literacy, mathematics, science, social studies and visual and performing arts) while meeting individual needs	4.00
5. Planning, organizing and implementing of the physical environment and routines, e.g., small and large group activities	2.00
6. Positive and effective approaches with children and adults	6.00
7. Evaluating and guiding a child's learning and development through a portfolio system	2.00
<ul style="list-style-type: none"> • Organizing for assessments • Collecting children's work samples to support learning and development • Communicating assessment process and results to staff and parents 	
8. Methods of involving families in the early childhood program	2.00
<ul style="list-style-type: none"> • Establishing relationships • Gathering information from families • Keeping families informed • Integrating families into the program • Providing family education 	
9. Current research on best teaching practices in early childhood and how to integrate these practices into a professional development skills	2.00
10. Program planning for teacher's day-in-charge	2.00
Total Hours	34.00

Lab

<u>Topics</u>	<u>Hours</u>
1. Mandatory orientation for selection of site, introduction of mentor teachers and scheduling lab times	2.00
2. Review of course syllabus including lab guidelines	2.00
3. Using current research and learning theories to select effective learning materials	6.00
4. Apply curriculum planning process	10.00
5. Demonstrate the integration of curriculum throughout all learning domains	12.00
6. Use and apply a portfolio system	10.00
7. Engage in family involvement	3.00
8. Program planning for teacher's day-in-charge	6.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Class Activities
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Discussion
- E. Demonstrations
- F. Multimedia Presentations
- G. Instructor's supervision of students in Butte College Child Development Center or Mentor Teacher Site.

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Portfolios
- C. Projects
- D. Journal
- E. Lab Projects
- F. Performance Examinations
- G. Case Studies

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 - 1. Read the student lab guidelines of your designated lab site and generate 5-7 questions to discuss in class.
 - 2. Read the parent information handbook of your designated lab site and generate 5-7 questions to discuss in class.
- B. Writing Assignments
 - 1. Using knowledge based on the ages and stages of child development and developmentally appropriate practice, write five curriculum plans in multiple content areas to implement at your lab site.
 - 2. Write a minimum of 10 anecdotal records of observations at your lab site to assess children's abilities for consideration when preparing classroom curriculum plans.
- C. 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. Using information from your anecdotal records while observing children, prepare five curriculum experiences (curriculum plan, schedule time/location in classroom, gather materials, prep space, provide plan/feedback form to Mentor/Master Teacher, other as deemed necessary) to implement at your lab site.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Tyminski, C. Your Early Childhood Practicum and Student Teaching Experience: Guidelines for Success. 2e Edition. Pearson/Merrill, 2010.
- B. Bredekamp, S., Copple, C. Developmentally Appropriate Practices. 3/E Edition. National Association for the Education of Young Children, 2009.
- C. Williams, A. Williams, G. & Browne, K. To Teach Well in Early Childhood Practicum Guide. 1e Edition. Pearson, 2009.

Materials Other Than Textbooks:

- A. California Infant & Toddler Foundation
- B. California Preschool Learning Foundation
- C. California Preschool Curriculum Framework

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