

Las Positas College  
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**Course Outline for ECD 90**  
**PRACTICUM-SUPERVISED EXPERIENCE**  
**Effective: Fall**

**I. CATALOG DESCRIPTION:**

ECD 90 — PRACTICUM-SUPERVISED EXPERIENCE — 8.00 units

Direct practicum experience working with young children. Observation and evaluation of individual children, group activities and roles of adults in the program. Planning appropriate learning experiences, developing educational plans, planning family conferences, and discussion of on-site experiences.

2.00 Units Lecture 6.00 Units Lab

**Prerequisite**

ECE 63 - Early Childhood Curriculum  
with a minimum grade of C

**Grading Methods:**

Letter Grade

**Discipline:**

	<b>MIN</b>
<b>Lecture Hours:</b>	36.00
<b>Lab Hours:</b>	324.00
<b>Total Hours:</b>	360.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**Before entering the course a student should be able to:**

A. ECE63

**IV. MEASURABLE OBJECTIVES:**

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

- A. demonstrate ability to observe, document and evaluate specific occurrences within an early childhood setting to track children's progress;
- B. demonstrate best practices in working with all young children in groups while being supervised;
- C. demonstrate knowledge of current research and understanding of how young children learn by planning and implementing developmentally appropriate practices that emerge from observation;
- D. analyze classroom environment and its effect on children's behavior and interactions of children and teachers;
- E. demonstrate the ability to meet the needs of individual children within an early childhood setting;
- F. observe, plan, implement and evaluate appropriate communication skills that support language acquisition and social-emotional development of all young children
- G. demonstrate ability to use feedback, constructive criticism and reflection to improve teaching skills;
- H. demonstrate the ability to build strong partnerships with families and practice effective communication techniques;
- I. demonstrate understanding of professional responsibilities and obligations within the early care and education field;
- J. demonstrate the ability to use professional adult communication and team building skills.

**V. CONTENT:**

- A. Development and implementation of developmentally appropriate experiences for young children
  - 1. Planning emergent curriculum based on observation and individual needs
  - 2. Using observation and authentic assessment in the planning of developmentally appropriate experiences
  - 3. Planning and implementing state and guidelines in a play based environment
  - 4. Curriculum Cycle-Observation, Planning, Implementation, Evaluation, Documentation
  - 5. Selecting materials and experiences based on the developmental needs of individual children and of the group
  - 6. Supporting individual children across all developmental domains by adapting curriculum and materials as needed
- B. Teacher child interactions
  - 1. Building relationships with children within a culturally sensitive context
  - 2. Developing and expanding language skills in children in both English and primary language
  - 3. Fostering critical thinking and problem solving skills in young children
  - 4. Adults role in modeling for children
- C. Guidance and classroom management

1. Impact of the environment on child behavior
2. Respectful teacher/child communication
3. Positive guidance strategies and techniques
4. Conflict resolution and problem solving to meet the individual needs of children
5. Unique needs of children with special needs and challenging behaviors
6. Dual focus: balancing individual and group needs
- D. Development of the Early Childhood teacher
  1. Developmental stages of the teacher
  2. Self reflection, attitude and awareness
  3. Role of the teacher in the early care and education settings
  4. Receiving and using feedback and constructive criticism
  5. Reflective practices to improve teaching skills
  6. Record keeping and portfolio documentation
  7. On-going professional growth and development
- E. Partnerships with families
  1. Developing effective communications skills within a cultural context
  2. Recognizing the family as the primary caregiver
  3. Supporting families of children with special needs
  4. Family conferences
- F. Professionalism and communication
  1. Adult communication techniques
  2. Effective team building skills
  3. Professional advocacy and obligations
  4. National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. Activities
- D. **Demonstration** - Demonstration and implementation of curriculum
- E. **Guest Lecturers** -
- F. Observations
- G. Role play
- H. Multi-media presentations
- I. Small groups

#### VII. TYPICAL ASSIGNMENTS:

A. Writing, observing and evaluating 1. Classroom observations/Comparisons and contrasts: Observe in assigned classrooms, write a brief description of each, complete comparison; contrast each environment based on age and development of children 2. Teacher observation: Focus on the teacher and classroom functioning. Focus on teacher interactions with children and teacher-to-teacher/adult interactions. Evaluate teacher's philosophy as it relates to the needs of the children and evidence of planning for the individual as well as the group 3. Reflective journal writing of practicum experience B. Critical Thinking 1. Plan and implement classroom curricula that evolve from children's interests or developmental needs; evaluate each activity. Select from the following interest areas: science and cooking, creative arts, language arts, outdoor activity. 2. Final project: plan, implement and evaluate a full day of classroom curriculum with children within student team or individually with classroom teachers.

#### VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**
  1. Frequency
    - a. Weekly assignments including 6 classroom curriculum interest area
    - b. On-going lab observations and feedback
    - c. Reflective journals as scheduled
    - d. 1 midterm exam
    - e. 1 final project
    - f. 6 hours weekly participation in lab setting

#### IX. TYPICAL TEXTS:

1. Copple, Carol and Bredekamp, Sue *Developmentally Appropriate Practice in Early Childhood Programs*. 3rd ed., National Association for Preschool Education, 2009.
2. Kolaski, Dawn *Write it Down: A Guided Journal of Ideas, Strategies, and Reflections for the Beginning Teacher.*, Delmar, 2003.
3. Machado, Jeanne and Botnarescue, Helen *Student Teaching, Early Childhood Practicum Guide*. 7th ed., Wadsworth Publisher, 2010.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS: