

Course Outline for ECE 90
PRACTICUM-SUPERVISED EXPERIENCE
Effective: Fall 2013

I. CATALOG DESCRIPTION:

ECE 90 — PRACTICUM-SUPERVISED EXPERIENCE — 4.00 units

Practicum experience working with young children under the supervision of an ECE/CD faculty; Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build 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.

2.00 Units Lecture 2.00 Units Lab

Prerequisite

ECE 50 - Early Childhood Principles and Practices
with a minimum grade of C
and

ECE 56 - Child Growth and Development
with a minimum grade of C
and

ECE 62 - Child, Family and Community
with a minimum grade of C
and

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

Grading Methods:

Letter Grade

Discipline:

- Child Development/Early Childhood Education

	MIN
Lecture Hours:	36.00
Lab Hours:	108.00
Total Hours:	144.00

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. ECE50
- B. ECE56
- C. ECE62
- D. 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 professional responsibilities and obligations within the early care and education setting in which students are placed;
- J. demonstrate the ability to use professional adult communication and team building skills.
- K. describe current California licensing requirements, career ladder and resources for the early childhood educator.

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
 5. State Qualifications
 6. Career Ladder
 7. CA Preschool Standards

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. 6 hours weekly participation in lab setting
 2. Weekly assignments including 6 classroom curriculum interest area

3. Reflective journals as scheduled
4. On-going lab observations and feedback
5. 1 midterm exam
6. 1 final project

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. Machado, Jeanne and Botnarescue, Helen *Student Teaching, Early Childhood Practicum Guide*. 7th ed., Wadsworth Publisher, 2010.
3. Browne, K.W. and Gordon, A *To Teach Well: An Early Childhood Practicum Guide*. 2nd ed., Cengage, 2009.
4. California State Preschool Learning Foundations, Available at: <http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>
5. Early Childhood Rating Scale, current edition, Harms, Clifford & Cryer, Teachers College Press
6. Desired Results Developmental Profile, California State Department of Education, Available at: <http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>
7. California State Infant/Toddler Learning & Development Program Guidelines, Available at: <http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Students must have a TB Test completed for the first day of class.