

**Course Outline for ECE 90**  
**PRACTICUM-SUPERVISED EXPERIENCE**  
**Effective: Spring 2019**

**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

	<b>MIN</b>
<b>Lecture Hours:</b>	36.00
<b>Lab Hours:</b>	108.00
<b>Total Hours:</b>	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**

1. Define and describe the theories, philosophies, goals, objectives and methods associated with contemporary group care and educational systems as related to developmentally appropriate practices for all young children with typical and atypical development in a play based environment
2. Examine the value of play as a vehicle for developing skills, knowledge, dispositions and strengthening relationships among young children
3. Describe children's developmental stages as it relates to developmentally appropriate practices
4. Explain the licensing and educational requirements of working in early childhood education and the potential for employment in the field
5. Describe how culture influences early childhood programs and practices
6. Describe guidance and positive communication strategies which promote children's social competence in a caring community
7. Identify strategies to promote communication with English learning families
8. Identify program adaptations which may be needed to support children with diverse abilities
9. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development
10. Document written objective observations based on specific criteria which informs curriculum

11. Use environmental rating instruments
  12. Explain the professional standards of early care and education and importance of establishing relationships with coworkers, families, children and the professional community
  13. Develop a personal and professional philosophy using a theoretical perspective and Developmentally Appropriate Practices (DAP)
- B. ECE56
1. Demonstrate objective techniques and skills when observing and evaluating behavior in children of all ages, taking into consideration bias
  2. Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context
  3. Articulate the connection between child development knowledge and appropriate practices
  4. Examine the importance of the early years and the impact of the interaction between environment, genetics, and culture on the child's development physical, self esteem, socially, emotionally, language, and cognitive
  5. Describe current trends in research about early childhood
  6. Investigate and describe risk factors that impact child's development and their families;
  7. Describe typical development milestones of children birth through adolescence
  8. Differentiate characteristics of typical and atypical development at various stages
  9. Examine ways in which developmental domains are continuous, sequential and inter-related
  10. Identify the strengths and exceptional needs of the child in the context of his/her family
  11. Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level
  12. Evaluate the role of play and its relationship to development at various stages
  13. Identify the teachers role and ethical responsibilities to children
- C. ECE62
1. Identify how the child develops within a system and is influenced by multiple factors of socialization, including culture, language, ability, economic class and ethnicity
  2. Compare historical and current frameworks of socialization that address the interrelationship of child, family and community
  3. Compare and contrast diverse family characteristics and parenting styles
  4. Describe contemporary social issues and their effects on families and children
  5. Identify the impact of political, financial, religious and other powerful influences on family access to community resources, including schools;
  6. Identify and compare local, state, and federal community services available to families
  7. Describe the role of families within educational institutions and the importance of family-teacher partnerships
  8. Evaluate the impact of one's own early socialization process and its impact on one's relationships with children, families, colleagues and the community
  9. Describe legal requirements, and ethical responsibilities, of professionals working with children and families, including child abuse reporting
- D. ECE63
1. plan curriculum for an early childhood program utilizing the theories and principles of child growth and development.
  2. demonstrate and discuss the learning process in early childhood as it relates to play;
  3. observe, plan, assess, and evaluate the curriculum in ECE environments, including the role of the teacher as related to providing developmentally appropriate curriculum;
  4. plan and evaluate curriculum and environment to meet the needs of groups, typical and atypical children;
  5. plan and facilitate the following curriculum for all young children from an anti-bias perspective using developmentally appropriate practices: language arts/literacy, dramatic play, creative arts, sensori-motor exploration, outdoor, nutrition and health, music/movement, math and science, blocks, and manipulatives;
  6. evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

#### IV. MEASURABLE OBJECTIVES:

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

- A. 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. Discuss 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. 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. Use feedback, constructive criticism and reflection to improve teaching skills
- H. 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. 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

#### 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, documenting, 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; student reflection
  2. Teacher observation: Focus on the supervising teacher and classroom functioning. Focus on the supervising 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. Observe and document children's learning
  4. Reflective journal writing of practicum experience (optional)
- B. Critical Thinking
  1. Plan and implement classroom curricula that evolve from children's interests or developmental needs; evaluate each activity.
  2. Final project: plan, implement and evaluate a full day of classroom curriculum with children within student team or individually with classroom teachers
  3. Reflection of practicum experiences: evaluate goals from beginning of semester and how they were achieved or changed; students additionally reflect and identify what they gained from their practicum experiences including, classroom management, child interactions, adult interactions, new knowledge and skills attained, identification of successes and challenges

#### VIII. EVALUATION:

##### Methods/Frequency

- A. Exams/Tests
  - midterm
- B. Papers
  - Classroom Observation Paper; Final Reflection Paper
- C. Lab Activities
  - 6 hours weekly participation in laboratory setting; weekly assignments including classroom curriculum implementation and observations; on-going student laboratory observation and feedback by supervisor
- D. Final Performance
  - laboratory final project

#### IX. TYPICAL TEXTS:

1. Browne, K.W. and Gordon, A *To Teach Well: An Early Childhood Practicum Guide* , 2nd ed., Cengage, 2009.
2. Isbell , Rebecca , and Sonia Yoshizawa. *Nurturing Creativity*. 1st ed., NAEYC, 2016.
3. Heroman, Cate. *Making and Tinkering with STEM*. 1st ed., NAEYC, 2017.
4. Feeney, Stephanie. *Ethics and the Early Childhood Educator*. 3rd ed., NAEYC, 2018.
5. California State Preschool Learning Foundations, Available at: <http://www.cde.ca.gov/sp/cd/re/documents/preschoolif.pdf>
6. Early Childhood Rating Scale, current edition, Harms, Clifford & Cryer, Teachers College Press
7. Desired Results Developmental Profile, California State Department of Education, Available at: <http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>
8. 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 present proof of negative TB Test and required immunization documentation on the first day of laboratory participation.