

Basic Course Information

Semester:	Fall 22	Instructor Name:	Rebecca Green
Course Title & #:	CDEV 200 Practicum - Field Experience	Email:	Becky.green@imperial.edu
CRN #:	10652	Webpage (optional):	
Classroom:	Preschool	Office #:	Preschool
Class Dates:	August 15-December 10, 2022	Office Hours:	M-F Make appointment with secretary
Class Days:	Lecture: M LAB: TBA	Office Phone #:	760-355-6232
Class Times:	Lecture: 6:00-8:05	Emergency Contact:	Alexiss Castorena 355-6232
Units:	4	Class Format:	Lec and Lab

Course Description

A demonstration of developmentally appropriate early childhood program planning and 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. Reflective practice will be emphasized as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning, including child-centered, play-oriented approaches to teaching and learning. Knowledge of curriculum content areas will be stressed. Includes exploration of career pathways, professional development, and teacher responsibilities. As a component of this course, students will be required to present a Comprehensive Portfolio following the Department's portfolio guidelines and complete a successful program exit interview. This course requires lecture and supervised lab. (C-ID: ECE 210) (CSU)

Course Prerequisite(s) and/or Corequisite(s)

CDEV 100

CDEV 103

CDEV 104 or

PSY 104

CDEV 105

CDEV 106

CDEV 107 and

4.0/5.0 units from the following:

CDEV 120

CDEV 121

CDEV 122

CDEV 123

CDEV 124

TB clearance is required for students participating in laboratory work. Students must also verify immunizations against pertussis-DTAP, measles-MMR, and influenza (waiver allowed for influenza).

Student Learning Outcomes

- *Design, implement and evaluate curriculum and environments that are developmentally and linguistically appropriate, engaging, and supportive of development and learning based on foundations of early childhood education and knowledge of individual children's needs and interests.*
- *Apply a variety of teaching strategies, manage the classroom, monitor children's development and learning, guide behavior, and use reflection on teaching practice to guide future planning.*
- *Demonstrate the skills of a professional teacher including effective communication, reflection, ethical practice, responsibilities to children and families, and commitment to ongoing professional development*

Course Objectives

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

Textbooks & Other Resources or Links

All text and instructional materials will be provided or web page will be given to the student

Course Requirements and Instructional Methods

Students are required to spend 2 days working in the lab: 1 morning 4 hours and 1 morning /afternoon 3 hours

The hours will be scheduled the first night: Please speak to your employer and come prepared to set your schedule.

Each day the number of students in a classroom are limited.

Students are expected to complete activities with children. Students are required to create/make their own activities and provide the materials. The Department has a student lending library with materials the students can use. No student should ever fail an activity due to lack of funds. Please speak to the mentor teachers or Mrs. Green and we will assist you.

All students are required to sign confidentiality statement

All students must complete immunization requirements and have campus nurse sign off.

There will be assignments due every week that must be completed with children

Students will observe students weekly and turn in observations

Reading Assignments

1. Assigned readings from text or anthology.

2. Reading and critical analysis of a variety of current articles, sources from the internet, and/or materials distributed by instructor such as; California Foundations for Early Childhood.

Writing Assignments

Students are required to write as part of class assignments. Instructors may choose essay tests, short papers, research papers, and reflective response papers to class activities or readings.

1. Essay, research papers and reflective papers. Examples:

Ethical Sense: Using the NAEYC Code of Ethics students will carefully review and prepare a 3-5 page paper that summarizes your understanding of the Code. Describe the Code in your own words and explain what it means to you.

Philosophy: Based on experiences and reflection, student teachers are expected to draft a statement of Teaching Philosophy highlighting their personal beliefs about the role of the teacher in the teaching and learning process. This statement should reflect the student's developing understanding on how to create and sustain an inclusive classroom in which the needs of all children are met.

2. Students will observe children and write antidotal observations on a weekly basis.

3. Students will design, write and implement lesson plans on a weekly basis.

PORTFOLIO ASSIGNMENT

Within this course students will present a Child Development Comprehensive Portfolio that documents the student competencies in the Child Development Program Learning Outcomes. Students should be able to provide evidence of their professional development from the beginning of the program to this, the capstone course. Through the presentation of the portfolio students will demonstrate the professional knowledge and competencies in the following areas:

Child growth and development, curriculum, observation and assessment, social and cultural diversity, cognitive and language development, guidance and conflict resolution, social emotional development and professional ethics.

INTERVIEW

Students will present the Portfolio to an interview panel. The panel will determine if the student has met the requirements.

Course Grading Based on Course Objectives

Grades are based on percentage;

100-90

89-80

79-70

69-60

Course Policies

Students are expected to demonstrate ethical conduct at all times during the course of their practicum as specified in the Code of Ethical Conduct developed by the National Association for the Education of Young Children. Any violation of ethical conduct will result in immediate termination of the practicum and a referral of the student to the Office of Student Affairs.

Professional behavior and attitude are necessary when working with professionals, clients, and other members of the community. Students at practicum sites must realize that they are part of their agency placement and are subject to agency policies.

Placement duties and responsibilities are important.

- ☐ *Report promptly for all practicum appointments and duties.*
- ☐ *Notify the agency if you will not be in or when you will be late*

Students are asked to look at the Practicum experience as if they were the teacher in the classroom.

Be on time

Be ready with materials

Be professional

Based on changes to the field students will receive practicum experience with a variety of ages. Each student will spend lab time with infants, mobile infants, two year olds, and preschool.

All labs missed must be made up!

Other Course Information

Students:

FLEXIBILITY: There will be many new experiences during the semester.

ORGANIZED WITH GOOD TIME MANAGEMENT SKILLS: You have a number of commitments: school, Faculty, personal, community, etc.

WILLING ATTITUDE: Your Mentor Teacher will assist you in your development as a

teacher.

LISTEN: Be open to constructive criticism.

WORK WELL INDEPENDENTLY AND IN A TEAM: Demonstrate continually that you work effectively both as a team member and independently.

PRESENT & FOCUSED: Former student teachers describe the practicum as a “semester long interview”.

CONFIDENTIALITY & PROFESSIONALISM

RESILIENCE: Learn to work with prolonged periods of pressure. This is an intensive semester of learning – “park” some of your activities and prioritize what needs to be done successfully.

Communication between student and instructor is critical.

Observations due every week starting week 2.

Labs completed every week. If unable to start first week, must be made up. All labs must be made up

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 8/15/22	Overview of CDEV200 Immunization Requirements Working with a Mentor teacher Room Assignment Peer Coaching- Peer Collaboration Lab times will be scheduled What it means to be a teacher	Immunizations must be complete before lab can begin. All labs missed must be made up Immunizations must be complete by the second week The Philosophy Paper from CDEV100 is due 8/22/22 Lesson Plans
Week 2 8/22/22	Professional Behavior The Role of Teacher Ethics Becoming a Reflective Teacher Know Yourself Build on Personal Strengths	Lab activities due dates will be based on individual schedules given to students. Students receive their schedule of assignments. Observations will be completed weekly and turned in every Monday

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		Ethic Paper- Due 8/29/22 Career goals activity due 9/12/22 Lesson Plans
Week 3 8/29/22	Developmentally Appropriate Care and Education Interactions Use of the Environment to Support Learning Curriculum Development Differentiated Instruction: Cultural, Linguistic, and Ability Diversity Environment: The Third Teacher Setting up the environment to support Content Areas Understanding the areas you are teaching	Turn in Ethics Paper Observations Activities Environment Plan due Lesson Plans
Week 4 9/12/22	Challenges of Curriculum and Instruction Reflective Teaching Teacher Relationships: Peers, Mentor teachers, children, And families Child Portfolio Integration across all Domains	Observations Activities Child Portfolio due 11/28/22
Week 5 9/19/22	The Importance of Play Large Group teaching Small Group Teaching Environments Afternoon Circle State Standards	Observations Activities Afternoon circle Value of Play Paper due 9/26/22
Week 6 9/26/22	Intentional Teaching Reflective Teaching The Process Really Seeing Children Afternoon circle	Observations Activities Afternoon Circle
Week 7 10/3/22	Peer coaching 2+2 Challenges of working with other professionals Teacher of the Day- What is involved	Paper the Importance of Play Observations Activities Afternoon Circle
Week 8 10/10/22	Connecting Research to what you do What is a Professional Trends in the Field	Observations Activities Afternoon Circle
Week 9 10/17/22	Classroom Behavior Guidance Positive Discipline for ECE teachers	Observation Activities

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 10 10/24/22	Positive Discipline for ECE Teachers cont. How to talk to children Advocacy for children and families	Observations Activities Positive Discipline assignment
Week 11 10/31/22	Reflecting on your Teaching Teacher of the Day	Observations Activities
Week 12 11/7/22	Ethical Dilemmas Classroom scenarios Teacher of the Day	Child Portfolio Due Observations Activities
Week 13 11/14/22	Portfolio Interview Teacher of the Day	Observations Activities
Week 14 11/28/22	Portfolio Interview Teacher of the Day	Portfolios Due Observations Activities
Week 15 12/5/22	Portfolio Interview Teacher of the day	Observations Activities

*****Subject to change without prior notice*****