



## Basic Course Information

Semester:	<b>Spring 23</b>	Instructor Name:	<b>Rebecca Green</b>
Course Title & #:	<b>CDEV 200 Practicum - Field Experience</b>	Email:	<b>Becky.green@imperial.edu</b>
CRN #:	<b>20414</b>	Webpage (optional):	
Classroom:	<b>Preschool</b>	Office #:	<b>Preschool</b>
Class Dates:	<b>2/13/23-6/9/23</b>	Office Hours:	<b>M-F Make appointment with secretary</b>
Class Days:	<b>Lecture: M LAB: TBA</b>	Office Phone #:	<b>760-355-6232</b>
Class Times:	Lecture: 6:00-8:05	Emergency Contact:	<b>Alexiss Castorena 355-6232</b>
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 always demonstrate ethical conduct 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..*

- 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.*

Be on time and be there every meeting. We have a lot to cover and being on time is one of those important teacher characteristics.

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**

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 1	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	Lab cannot begin until the immunizations are turned in.  Bring your Philosophy Paper to class from the CDEV 100 course
Week 2	Professional Behavior The Role of Teacher Ethics Becoming a Reflective Teacher Know Yourself Build on Personal Strengths Positive Climate and Teacher Sensitivity Making the Most of Classroom interactions	Last week to have all immunizations turned in. Paper
Week 3	Developmentally Appropriate Care and Education Interactions Use of the Environment to Support Learning Curriculum Development	

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	Differentiated Instruction: Cultural, Linguistic, and Ability Diversity Environment: The Third Teacher Setting up the environment to support learning. Content Areas Understanding the topics, you are teaching	
Week 4	Challenges of Curriculum and Instruction Reflective Teaching Teacher Relationships: Peers, Mentor teachers, children, And families Child Portfolio Integration across all Domains	
Week 5	The Importance of Play Large Group teaching Small Group Teaching Environments Afternoon Circle State Standards	
Week 6	Intentional Teaching Reflective Teaching The Process Really Seeing Children Afternoon circle	
Week 7	Peer coaching 2+2 Challenges of working with other professionals Teacher of the Day- What is involved	
Week 8	Connecting Research to what you do What is a Professional Trends in the Field	
Week 9	Classroom Behavior Guidance Positive Discipline for ECE teachers	
Week 10	Positive Discipline for ECE Teachers cont. How to talk to children Advocacy for children and families	
Week 11	Reflecting on your Teaching Teacher of the Day	
Week 12	Ethical Dilemmas Classroom scenarios Teacher of the Day	
Week 13	Portfolio Interview	



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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	Teacher of the Day	
Week 14	Portfolio Interview Teacher of the Day	
Week 15	Portfolio Interview Teacher of the day	

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