



CDEV 200 - Practicum - Field Experience

Basic Course Information

Semester:	Fall 2024	Instructor Name:	R. Green
Course Title & #:	CDEV 200 - Practicum - Field Experience	Email:	Becky.green@imperial.edu
CRN #:	10652	Webpage (optional):	
Classroom:	207	Office #:	2200
Class Dates:	08/12-12/07	Office Hours:	M-F call 760-355-6232
Class Days:	M	Office Phone #:	760-355-6231
Class Times:	6:00-9:05 + Lab TBA	Emergency Contact:	Alexiss Castorena 760-355-6232
Units:	4	Class Format/Modality:	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)

PREREQUISITES: 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

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate developmentally appropriate, professional, and ethical practices in supervised early childhood classrooms.
2. Demonstrate how to create healthy, respectful, supportive, and stimulating learning environments for children's first and dual-language acquisition, development and learning.
3. Apply current research and theories on learning and development to plan experiences and environments for young children.

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4. Analyze the impact the classroom environment and daily routines have on children's behavior as a basis for planning.
5. Plan, implement and evaluate curriculum based on the needs, abilities, and interests of young children.
6. Identify and implement strategies to prevent and/or address young children's challenging behaviors and to help children learn to resolve conflicts.
7. Reflect on student teaching experiences to guide future teaching and collaborative practices.
8. Use documentation and assessment to monitor children's progress and to adjust learning experiences.
9. 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.
10. Demonstrate how to adjust curriculum, environments, routines, and teaching strategies to meet the individualized needs of infants, toddlers, and preschool children.
11. Incorporate principles of the Universal Design for Learning into a variety of curriculum experiences.
12. Demonstrate the ability to provide guidance and constructive performance feedback to other adults in the ECE setting.
13. Identify professional goals and strategies to reach those goals.

Textbooks & Other Resources or Links

The Powerful Role of Play in Early Childhood <https://www.cde.ca.gov/sp/cd/re/documents/powerfulroleofplay.pdf>
California State Preschool Learning Foundations, Available at: <http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

California State Infant/Toddler Learning & Development Program Guidelines, Available at:
<http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>

Desired Results Developmental Profile, California State Department of Education, Available at:
<http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>

The Integrated Nature of Learning <https://www.cde.ca.gov/sp/cd/re/documents/intnatureoflearning2016.pdf>

Family Partnership and Culture <https://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf>

Creating Equitable Early Learning Environments for Young Boys of Color: Disrupting Disproportionate Outcomes <https://www.cde.ca.gov/sp/cd/re/documents/boysofcolor.pdf>

California Early Childhood Educator Competencies

<https://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf>

<https://www.cde.ca.gov/sp/cd/re/documents/ececompetenciesaddon.pdf>

Course Requirements and Instructional Methods

This course requires weekly lab (2 days per week on set schedule) and hands on activities with children. Students must make up any lab missed. If employed please speak to employer and make sure they understand you are taking the course and what it requires. All immunizations must be completed before the student can begin.

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.

Students are to wear appropriate attire to work with children. No open toed sandals or high heels as they could be a danger to you or the children.

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

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Course Grading Based on Course Objectives

[Provide detailed information related to grading practices and grading scale, including values and totals. Consider adding final grade calculation, rubrics, late assignment policy, and other grading practices.]

Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

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

All labs missed must be made up!

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.

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

LISTEN: Be open to constructive criticism

Other Course Information

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 August 12-16	August 12: Over view of the course Signing of Confidentiality Statement Working with Mentors – Meet the Mentors Peer Coaching August 13-16: Lab	Examine the California Early Childhood Educator Competencies https://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf https://www.cde.ca.gov/sp/cd/re/documents/ececompetenciesaddon.pdf
Week 2 August 19-23	August 19: Room assignments The role of the Teacher Schedule Of Assignments August 19-23 Lab	Get to know the classroom Ethical Behavior CLASS What is DAP Know Yourself Read: The Integrated Nature of Learning https://www.cde.ca.gov/sp/cd/re/documents/intnatureoflearning2016.pdf
Week 3 August 26-30	August 26 Curriculum Importance of Play Foundations 26-30 Lab	Examine: California State Preschool Learning Foundations, Available at: http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf Read: The Powerful Role of Play in Early Childhood https://www.cde.ca.gov/sp/cd/re/documents/powerfulroleofplay.pdf
Week 4	Lab Only Sept. 3-6	Lab 3-6 No class Monday 9/2 Holiday
Week 5	September 9-14 You and the environment Classroom management	Sept 9: Reflective Practice Intentional Teaching Use of Environment to Support Learning Classroom Management Read: Creating Equitable Early Learning Environments for Young Boys of Color: Disrupting Disproportionate Outcomes https://www.cde.ca.gov/sp/cd/re/documents/boysofcolor.pdf Sept. 9-14 Lab
Week 6	September 16-20 Challenges in Curriculum and Instruction	Family Partnership and Culture https://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf Lab

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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	Working with Diverse Families	Lesson Plans Emergent Curriculum
Week 7	Sept. 23-27	Intentional Teaching Really Seeing Young Children Teacher Take Over
Week 8	Sept. 30-Oct. 4	What is a Professional Trends in the Field What Kind of Educator do I want to Be? Teacher Take Over
Week 9	Oct. 7 Oct. 7-11	Teacher Take Over Guidance and Positive Discipline Becoming a Professional Career Map Lesson Plans
Week 10	Oct. 14 Oct. 14-18	Fine Tuning Our Skills Observation and Assessment Writing the Individual as Well as Group Lesson Plan
Week 11	Oct. 21 Oct. 21-25	Being Reflective Peer Coaching Improving Skills
Week 12	Oct 28 Oct. 28-31	Intentional Teaching Working with Peers Ethics
Week 13	Nov. 4 Nov. 4-8	Professionalism Teacher of the Day Career Map
Week 14	Nov. 11 Holiday Nov. 12-15	Lab Teacher of the Day
Week 15	Nov. 18 Nov. 18-22	Professionalism Teacher of the Day Portfolio
Week 16	Dec. 2 Dec. 2-6	Portfolio Interviews

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