

CDEV 200 - Field Experience

Instructor: Becky Green
Class Code:
Academic Term: Spring 2013
Phone: (760) 355-6232

Messages: Messages may be left at the Preschool (760) 355-6232

Prerequisites:

CDEV
CFCS 100, 104, 106, 108, 110 (formerly ECE 20,21,22,23,) and 4 or 5 units the following 112,114,116,118,262, (formerly ECE 24A,24B, 24C, 24D, 32) with a grade of "C" or better. 101 and 102 should also be completed.

Text: *To Teach Well: An Early Childhood Practicum Guide* by Kathryn Williams Browne and Ann Miles Gordon

A demonstration of developmentally appropriate early childhood 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. 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. (Formerly CFCS 200) (CSU)

Student Learning Outcomes:

1. Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
2. Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
3. Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
4. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.
5. Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- A. Assume teaching and non teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
- B. Develop the persona of a professional educator.
- C. Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying

- understanding of the multiple influences on development and learning.
- D. Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for all young children.
 - E. Analyze classroom space of its effect on the behavior and interactions of children/teachers.
 - F. Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum and activities.
 - G. Model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies.
 - H. Critically assess personal experiences to inform and guide future teaching and collaborative practices.
 - I. Develop a recordkeeping system to document and track children's progress.
 - J. Demonstrate professional behavior and preparation for the field of early childhood education.
 - K. Demonstrate a professional level of competence in written and verbal expression.
 - L. Apply principles of effective advocacy in assignments or projects.

Methods of Evaluation:

Grades will be based upon class participation, attendance and completion of assignments, pop quizzes, quizzes, and tests throughout the semester. All material presented in the text, study guide, videos, and handouts will be part of the evaluation process.

All assignments should be typed or written legibly in blue or black ink.

No assignments or projects will be accepted late. They are due on the date assigned. Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz or assignment you must show proof for the absence (doctor's note, hospitalization paperwork, etc.) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took that quiz. Make-ups are at my office during my office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan your schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test *before* the scheduled time.

Grading Policy

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetency, shall be final." *California Education Code, Section 76224(a)*

Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

Attendance & Class Policies:

Regular attendance in all classes is expected of all students enrolled. Instructors are expected to take a student's attendance record into account in computing grades. A student may be excluded from further attendance in a class during a semester when absences after the close of registration have exceeded the number of class hours which the class meets per week.

An instructor will drop any student judged to be a disturbing element in class or lab.

Each time a student is tardy, they will automatically have 3 attendance points deducted from the total possible points for attendance (once a week classes). 1 ½ points will be deducted for classes that meet twice a week.

Each absence will mean an automatic deduction of 6 points from the total possible points for attendance for classes that meet once a week, 3 points for classes that meet twice a week.

Beepers and cellular phones should be turned off while class is in session.

It is the student's responsibility to complete a drop request if they are withdrawing from the class.

It is also the student's responsibility to make an appointment with the instructor if they have concerns about their progress in the course.

You should be prepared when you come to class to be an active participant in the learning process. Learning doesn't occur in a vacuum, it occurs through interaction with others.

Cheating and plagiarism (using someone else's ideas or writing without acknowledgement or permission, or passing off someone else's work as your own) can result in any one of a variety of sanctions and will receive a zero on the assignment or test.

The instructor has the right to ask any student to leave who is disrupting the education of others.

The use of cellular telephones, smart phones, beepers, alarm watches, etc. is not permitted in class. Please be sure to turn off such devices upon arriving to class. Please contact the instructor about any special circumstances that might make it difficult for you to comply with this rule.

No food or drink is allowed in any classroom

Placement

All students must complete minimum of 12 hours per week .

The at least 4 hours must be completed during the morning to include circle time and work time.

The hours must be completed at IVC Preschool or on an approved mentor site.

I will work with students to accommodate their work hours but one set of hours must be done during the morning time lasting through circle time and “work time”. This will allow students to observe activities and complete their own.

Disabled Student Programs and Services

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible.

DSP&S
Room 2117
Health Sciences Building
(760) 355-6312

Requirements

Students will be required to have a TB test the first day of field experience.

Students must fill out a Criminal Record Background check and a Child Abuse Index.

Written Assignments:

All written assignments need to be typed and prepared in APA format. Minimally this includes the following: double-spaced, 12 point Times New Roman font, and the first word indented in each paragraph with 1 inch margins. Please put page numbers on the top right hand corner of each page. All assignments must include the following elements in the heading: name, class number, title of assignment, and date.

Professionalism in the Field:

This is one of the most important aspects of your practicum experience. Professionalism covers a broad range of behaviors including (but not limited to) the following:

- Timeliness
- Reliability
- Ethical behavior
- Appearance
- Demeanor
- Ability to receive constructive criticism
- Appropriate dress
- Appropriate care for materials and equipment
- Appropriateness of interactions with all adults and children

Ethical Conduct and Professional Behavior

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.

Written Assignments:

All written assignments need to be typed and prepared in APA format. Minimally this includes the following: double-spaced, 12 point Times New Roman font, and the first word indented in each paragraph with 1 inch margins. Please put page numbers on the top right hand corner of each page. All assignments must include the following elements in the heading: name, class number, title of assignment, and date.

Assignments

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.

Design, implement and evaluate curriculum activities that are based on observation & assessment of the children. Due dates will be set in class

Each student teacher will be assigned curriculum activities to complete with the children that will be based on the observations they have completed. Assignments will be completed every week.

Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults. Throughout course

2+2 Assessments -Critically assess one's own teaching experience to guide and inform practice. Due date will be set in class

Students will be observed and mentor teachers and course instructor will evaluate. Students will also complete a 2+2 evaluation on a peer. 1 self evaluation and 1 peer evaluation will be completed.

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. This statement should be approximately 100-150 words in length. Typed 12pt New Roman or AmerType MD BT.

Observations and Assessment

Students will complete 1-2 observations per week.

Genogram presentation

Students will create a genogram –graphic representation of a family tree detailing data on relationships among individuals. Students will be asked to go back 3 generations. The instructor will further explain.

Projects

Students will complete one project with children.

Small Group investigation

Documentation of Project

Three times during the course you will meet with the instructor to review how you are doing and the hours you have completed.

Child Development Major Cumulative Portfolio

Students were asked to compile a cumulative portfolio of their college work. Students will present this portfolio to a team of instructors. The portfolio will be the final.

Students will keep a Reflective Journal which will be due each lecture meeting

Schedule

Lab must start by 1/22 or you will not be able to complete: Please call office to arrange schedule. Mrs. Green will set final schedule on 1/28.

1/14 Guidelines to Student Teaching. Reflective process

TB test results must be received before lab can begin. Lab hours must begin this week.

1/28 Professional Behavior

NAEYC Code of Ethics paper: Ethical Sense

2/4 Knowing Yourself and Understanding How personal Values and Beliefs Affect Teaching

Observations will begin

2/11 Ethics paper due. Goals and Objectives: Designing activities for children based on assessment

Activity assignments will be given: activities are due for review 1 week before they are to occur and final due the day of the activity.

Project introduction

2/25 Lessons will begin: Using Observation and Assessment to create lesson plans

Working With Special Needs and Behaviors

3/4 Working with Families

Philosophy due

Diversity

3/11 Teacher Evaluations: 2+2 Peer Coaching
Guiding Behaviors
Schedules and Routines

3/18 Value of Play

3/25 Improving Ourselves as Professionals
Portfolio Discussion

4/8 Issues in Early Childhood
Portfolio Discussion

4/15 Issues cont.
Teacher of the Day begins

4/22 Teacher of the Day Cont.

4/29 Advocacy

5/6 Portfolio Presented

Quizzes will be given throughout the course. Students are expected to demonstrate their professionalism and ability to show their skills as a teacher of young children by being present, prepared and on time.

SOME QUALITIES OF SUCCESSFUL STUDENT TEACHERS

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.