Basic Course Information

Semester:	**Fall 2023**	**Instructor Name:**	**Rebecca Laff**
Course Title & #:	**CDEV 200 – Practicum Field Experience**	**Email:**	**Rebecca.laff@imperial.edu**
CRN #:	**10652**	**Webpage (optional):**	
Classroom:	**212**	**Office #:**	**203 C**
Class Dates:	**August 14th – December 9th**	**Office Hours:**	**M-Th 1-2 pm**
Class Days:	**M**	**Office Phone #:**	**(760) 355-6233**
Class Times:	**6-8:05 pm**	**Emergency Contact:**	**Alexiss Castorena (760) 355-6232**
Units:	**4**	**Class Format/Modality:**	**Face to Face**

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

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. 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.
2. 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.
3. 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.

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3. Apply current research and theories on learning and development to plan experiences and environments for young children.
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

- Feeney, Stephanie and Freeman, Nancy K. . 208. Ethics and the Early Childhood Educator: Using the NAEYC Code. 3rd National Association for the Education of Young Children. ISBN: 978-1938113338.
- 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
- Early Childhood Rating Scale, current edition, Harms, Clifford & Cryer, Teachers College Press 2011 (Provided by the CDEV Department)

Course Requirements

- All students must have required immunizations completed: TB (clear results), Influenza, Pertussis, and Measles.
- The Student Health Nurse can provide the immunizations and proof of clearance forms.
- All students are required to fill out a Criminal Background form and Abuse Index form
- All students are required to sign a confidentiality statement.
- Students will be given a timecard and instructions on how to use the time clock.
- Students with any Criminal Background will not be allowed to begin until cleared. No student will be allowed into the lab if there is a record on the Child Abuse Index or Criminal Background Search.
- All students are required to meet on campus, Room 212, every Monday and to complete 7.5 hours of lab per week at the Child Development Center.
- Students must follow Title 22 regulations during lab hours.
- Assignments will be posted on CANVAS. Students are responsible to check CANVAS weekly.
- All students are required to present a portfolio to a committee for review to demonstrate knowledge in each of the PLO areas (Pass or Fail) and to successfully complete an interview answering key Child Development questions (Pass or Fail which do translate to points).
- Students will be given handouts reminding them of the requirements of the portfolio (students have been given orientation to portfolio in CDEV100 and each course reminds them to collect work). Students will be given copy of interview questions to review 10 minutes before interview. Students must be successful in both in order to pass the course.

Course Grading Based on Course Objectives

Required Assignments & Tests

- Lecture & Class Participation (@ 5pts) 75
- Observing the Role of the Teacher 10
- Journals Reflections (14 @ 5pts each week) 70
- Child Observations (14 @ 5 pts each week) 70
- Read & Reflect (3 @ 15pts) 45
- Professionalism: Career Map 10
- Child Developmental Portfolio 60
- Early Childhood Educ. Philosophy Paper 75
- Curriculum Lesson Plan – Written (8 @ 40 pts)320
- Curriculum Plan Teaching Presentation with Children (8 @ 60 pts) 480
- Curriculum: ALL Morning: Written Plan 50
- Curriculum: ALL Morning: Teaching Presentation with Children 80
- Full Day Teaching: Written Plan 50
- Full Day Teaching: Teaching Presentation with Children 100
- Final Project: Professional Portfolio/Interview P/N

TOTAL Points: 1495

A: 1495-1345 B: 1344-1196 C: 1195-1046 D: 1045-897 F: 896-

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

- A student who fails to attend the first meeting of a class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Logging into CANVAS alone is NOT adequate to demonstrate academic attendance by a student.
- CDEV 200 Lab Hours: Students MUST complete their lab hours, as scheduled, weekly. Students must complete the number of days and hours required. Failure to complete lab hours will result in unsatisfactory completion of the course.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Other Course Information

Classroom Requirements:

- Students are required to follow all Lab School policies while working in the lab. Clothing is to be professional and appropriate to work with children - no open toed shoes.

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- Students must follow Title 22 requirements.
- Students must follow the instructions of the Mentor teacher, Director, or Instructor when in the lab school.
- Purses and backpacks are not allowed in the classroom for the children's safety. There are lockers, and the Center will provide locks for the students to check out.
- The welfare of the children and staff are our foremost concern if the student's behavior is deemed harmful or against policy the student may be asked to leave.
- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children of students in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children of students are not allowed.

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

Each Week:

- Students MUST be in the classroom at their scheduled time.
- Students will interact with children in a warm, caring and respectful manner.
- Students will meet with Mentor/Master Teacher to review lessons presented and plan future lesson presentations.
- Students will submit "Draft" Lesson Plans to the Mentor Teacher one week prior to presentation After feedback from Mentor Teacher, student will upload "Draft" and "Final" Lesson Plan to instructor for review, approval and grading.
- Students will be prepared to present planned lessons following the assigned schedule.
- Students will upload the video of their teaching
- The instructor will observe in person and through video and meet with students.

Week	Topic	Assignments
1	Welcome! • Student Teaching in the Lab School • Professionalism & Ethical Teaching • Teaching and Your View of the Child	Student Info Form Observing the Role of the Teacher Journal Reflection Child Observation
2	Intentional and Reflective Teaching • Observing, Listening, & Recording • Curriculum Planning: Developmentally Appropriate Activities to Support Learning Based on Observation • Completing a Lesson Plan/Planned Possibilities • Video Taping · Reflective Teaching	Journal Reflection Child Observation
3	Teaching in a Culturally, Linguistically, and Developmentally Appropriate Manner • Researching and creating learning activities • California Early Childhood Foundations	Journal Reflection Child Observation
4	Positive Guidance	Read & Reflect 1: Positive Guidance Journal Reflection Child Observation
5	Teaching and Supporting the Learning of Children from Diverse Backgrounds, Needs & Abilities, and English Language Learners (ELL) Curriculum Planning for Large Groups: • Transitions • Music • Movement • Stories	NAEYC Code of Ethics Ethical Dilemma Journal Reflection Child Observation
6	PLAY & Learning	Read & Reflect 2: Importance of Play Journal Reflection Child Observation
7	Engaging in Worthwhile Conversations with Young Children	Analyzing the Teacher's Role in Conversation Peer Observation & Feedback

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		Journal Reflection
		Child Observation
8	Trauma Informed Care & Teaching	Read & Reflect 3: Trauma Informed Care
		Journal Reflection
		Child Observation
9	Planning to be "Teacher of the Day"	Philosophy of Early Childhood Education
		Journal Reflection
		Child Observation
10	Documentation: Telling the Story of Children's Learning	Documentation
		Journal Reflection
		Child Observation
11	Building Relationships with Families	Parent Newsletter
		Journal Reflection
		Child Observation
12	Preparing for the Professional Portfolio & Interview Process	Journal Reflection
		Child Observation
13	Challenges of Teaching Young Children	Journal Reflection
		Child Observation
14	Self-Identity: Knowing Yourself & Your Values	Career Map
		Journal Reflection
		Child Observation
15	Looking Ahead: Your Career as a Teacher	Journal Reflection
		Child Observation
16	Portfolio & Interview	Interview & Portfolio Presentation

Subject to change without prior notice