

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

Child Development 133 – Practicum–Field Experience: Student Teaching

162 hours paid or unpaid work experience, 3 units

Catalog Description

Under supervision at approved field placement sites, student teachers will design, implement, and evaluate curriculum experiences, apply previous coursework to make connections between theory and practice, demonstrate professional behavior, and build a comprehensive understanding of children in the group environment. Respectful workplace relationships among children and adults that serve as a foundation for co-construction of curriculum and positive guidance will be emphasized. *Work experience credit may accrue at the rate of one to eight units per semester for a total of sixteen units, and students must work 54 paid hours or unpaid hours per unit earned.* 162 hours paid or unpaid work experience, 3 units.

Prerequisite

“C” grade or higher or “Pass” in CD 106, 123, CDEV C1000 (formerly CD 125), 126, 127, 128, 129, 130, AND 131 or equivalent

Corequisite

CD 132

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Theories of child development and developmentally appropriate curriculum practices for early childhood education.
- 2) Resources and lesson plans for a wide range of curriculum activities including art, music and movement, language and literature, math and science.
- 3) Techniques and theories for effective classroom management and guidance of young children.
- 4) Family and cultural differences and communication techniques.
- 5) Community resources.

Course Content

- 1) Current research and theory of child development programs to include but not limited to Bandura, Vygotsky, Erikson and Piaget.
- 2) Co-constructed curriculum techniques for developmentally appropriate, inclusive, culturally and linguistically appropriate practices
- 3) Play-based indoor and outdoor learning environments
- 4) Respectful workplace relationships among children and adults
- 5) Positive guidance techniques and strategies including effective communication, problem solving, conflict resolution, and the design of physical and emotional environments
- 6) Developmentally appropriate methods of: observation, documentation, developmental profiles
- 7) Professional behaviors in alignment with NAEYC’s Professional Standards and Competencies.
- 8) Written and oral communication skills required to be successful as a teacher in the child development setting
- 9) Self-reflection and personal performance assessment to inform and guide best practices
- 10) Role and responsibilities of the teacher.
- 11) Title 22 and Title V classroom and teacher requirements

Course Objectives

Students will be able to:

- 1) Apply current research and theory in a child development setting.
- 2) Plan, present and evaluate a variety of developmentally, inclusive, culturally and linguistically appropriate curriculum experiences in a play-based environment based on observation of children.
- 3) Design environments and curriculum and communicate with families about their children's development using the results of assessment tool.
- 4) Actively model professionalism, cultivate positive relationships among children and adults, and help maintain an inclusive workplace environment.
- 5) Formulate techniques for positive guidance, including mastering effective communication and problem solving, resolving conflict, and creating nurturing physical and emotional spaces.
- 6) Observe and document children's development and learning using multiple methods of developmentally appropriate assessment.
- 7) Demonstrate professional conduct, including strong written and oral communication.
- 8) Assess and reflect on the role of the teacher and student teaching experiences to inform and guide best practices and critically assess their own teaching performance to guide and inform practice.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Developmentally appropriate activities and classroom modifications implemented at the field experience site which require students to plan, organize, present and evaluate curriculum for young children. Presentations will be evaluated by the master teacher at the site.
- 2) Full day sessions at the field experience site which require students to plan, organize, present, supervise and evaluate a specific number of days in which the student is the teacher "in charge" of the preschool group. Students will be responsible for planning the schedule, setting up the room, communicating with parents, implementing activities, providing guidance for the children, and providing overall supervision for the classroom. Students will complete a self-evaluation and will be evaluated by the master teacher at the site.
- 3) Written assignments and exams which measure students' ability to evaluate and document children's development and behavior, apply current research and theory, formulate guidance strategies, assess the role of the teacher, and assess their own teaching performance.

Special Materials Required of Student

None

Minimum Instructional Facilities

Approved field placement site

Method of Instruction

- 1) Participation at field placement sites
- 2) Individual conferences

Out-of-Class Assignments

- 1) **Reading:** Students will read the CA Preschool/Transitional Kindergarten Learning Foundations.
- 2) **Writing:** Students will complete lesson plans to meet the developmental needs and interests of the children in their placement. Students will also submit written reflections to show areas of growth and improvement in their teaching skills and professional interactions.
- 3) **Other:** Students will complete a portfolio to demonstrate the work they completed throughout the semester in their placement.

Texts and References

- 1) Required (representative example): Practicum - Field Experience Workbook. Sharon Eyrich, Wendy Ruiz & Cindy Stephens. Version 2.2. 2025. Online Educational Resource:
<https://oercommons.org/courseware/lesson/130768/student/?section=1>.
- 2) Supplemental: None

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Awareness of the meaning of children's behaviors and the factors involved in understanding and influencing behavior.
- 2) Formulate guidance techniques applicable to individual and group situations in programs for young children.
- 3) Use of authentic assessment tools in the creation of appropriate environments and curriculum.
- 4) Use of observation and assessment in identifying differences in developmental skills, early intervention, and support of inclusive teaching strategies.
- 5) Techniques for documentation and portfolio assessment.
- 6) Inclusive strategies for home and school communication with diverse families and appropriate community support.
- 7) Professional ethics, responsibilities and expectations of the work force.
- 8) Job search strategies.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Plan, organize, present, supervise and evaluate the room set up, curriculum, and scheduled activities in an early childhood classroom.
- 2) Evaluate and apply appropriate guidance for the children and overall supervision for an early childhood classroom.
- 3) Plan and formulate a thoughtful self-evaluation and reflection of performance in the work place setting.