

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

Child Development 133 – Practicum–Field Experience: Student Teaching

54 hours paid or unpaid work experience per unit, 2 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. *Occupational cooperative 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.* 54 hours paid or unpaid work experience per unit, 2 units.

Prerequisite

“C” grade or higher or “Pass” in CD 106, 123, 125, 126, 127, 128, 129, 130, 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
- 2) Co-constructed curriculum techniques for developmentally, inclusive, culturally and linguistically appropriate practices
- 3) Play-based indoor and outdoor 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) Methods of assessment: observation, documentation, developmental profiles
- 7) Professional behaviors
- 8) Written and oral communication skills for the child development setting
- 9) Self-reflection and personal performance assessment to inform and guide best practices
- 10) Role of the teacher, responsibilities, and job qualifications

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 in a play-based environment.
- 3) Design environments and curriculum and communicate with families about their children's development using the results of assessment tool.
- 4) Model and facilitate respectful workplace relationships among children and adults and apply a variety of effective approaches, strategies and techniques supporting respectful, positive relationships with children and adults.
- 5) Formulate strategies for positive guidance including effective communication, problem solving, conflict resolution, and the design of physical and emotional environments.
- 6) Evaluate and document children's development, behavior and learning using multiple methods of assessment and techniques such as developmental ratings, documentation and portfolio assessment.
- 7) Demonstrate professional behavior including written and oral communication competence.
- 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) Written lesson/activity plans and evaluations
- 2) Written full day planning guides and evaluations
- 3) Assigned readings

Texts and References

- 1) Required (representative example): Practicum- Field Experience Workbook. Sharon Eyrich, Wendy Ruiz & Cindy Stephens. Version 2.1. 2020. Online Educational Resource.
- 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.