

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

CHILD DEVELOPMENT 212 – PRACTICUM IN EARLY CHILDHOOD EDUCATION

2 hours lecture, 3 hours laboratory, 3 units

Catalog Description

In this course students will practice and demonstrate developmentally appropriate early childhood program planning and teaching competencies under the supervision of ECE/CD faculty and other qualified early education professionals. 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.

Prerequisite

“C” grade or higher or “Pass” in CD 123, 125, 130 and 131 or equivalent

Entrance Skills

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

- 1) Describe role of the teacher and aptitudes for a career in early childhood education and care.
- 2) Plan and implement schedules, routines and transitions, classroom management techniques.
- 3) Formulate goals and objectives which are developmentally appropriate for the children they will be teaching, including children with special needs.
- 4) Understand and apply the evolving process in the physical, cognitive, social and emotional development from conception to adolescence, typical and atypical.
- 5) Comprehend the need to interact with parents and children in a manner which values their diversity in a variety of ways including family structure, parenting styles, culture, socioeconomic factors, and special needs.
- 6) Develop a comprehensive curriculum based on developmentally appropriate philosophy of early childhood education.
- 7) Implement positive guidance strategies.

Course Content

- 1) Application of inclusive developmentally, culturally, and linguistically appropriate practices
- 2) Organization of physical, affective, and sensorial environments and daily schedule
- 3) Authentic assessment and documentation of children’s growth and development for all children
- 4) Professional and ethical conduct
- 5) Appropriate teaching and non-teaching activities in early childhood settings
- 6) Self-reflection and self-assessment through team collaboration and portfolio documentation
- 7) Collaborative curriculum development, integration, and implementation in all early childhood content areas
- 8) Individual, small group, and whole group applications
- 9) California State qualifications to be a preschool teacher, including Department of Social Services Title 22 and Department of Education Title 5 requirements
- 10) Professional development and advancement, including the career ladder and professional growth in early childhood education

11) California State Learning Standards, including the Preschool Learning Foundations and the Preschool Curriculum Framework

Course Objectives

At the conclusion of this course, students should be able to:

- 1) Assume teaching and non-teaching responsibilities for an early childhood classroom and demonstrate developmentally appropriate practices with professionalism.
- 2) Evaluate the effectiveness of an early childhood curriculum, environment, and teaching strategies.
- 3) Identify how teachers involve families in their children's development and learning.
- 4) Participate in the design, implementation, and evaluation of inclusive developmentally, culturally, and linguistically appropriate play-based curriculum activities that are based on observation and assessment of young children.
- 5) Apply a variety of effective approaches, strategies, and techniques supporting positive relationships with children and adults.
- 6) Critically assess their own teaching experiences to guide and inform future teaching and collaborative practices.
- 7) Articulate and apply current research on development and learning theories to select effective and inclusive learning materials and experiences for young children.
- 8) Demonstrate a professional level of competence in written and verbal expression.
- 9) Develop a recordkeeping system to document, track, and authentically assess children's abilities, needs, and progress.
- 10) Model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies.

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) Evaluations by master teacher and supervising teacher of students' activities and performance which measure their ability to:
 - a. plan, implement and evaluate inclusive developmentally appropriate curriculum in an early childhood care and educational setting.
 - b. effectively model and incorporate professional and competent behavior management and appropriate guidance with individual children, small groups, and whole groups in an early childhood care and educational setting.
- 2) Self-evaluations which require students to assess and analyze their abilities to apply essential teaching skills and apply the results of the self-evaluation to enhance teaching abilities, competencies, and performance.
- 3) Exams and written assignments, including a reflective journal and professional portfolio, that 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

As required for developing curriculum activities for implementation with children

Minimum Instructional Facilities

Cuyamaca Child Development Center or approved practicum site

Method of Instruction

- 1) Participation and evaluation in practicum site
- 2) Directed readings and applications
- 3) Individual conferences with student and mentor teacher

Out-of-Class Assignments

- 1) Reflective journal and organization of a professional portfolio
- 2) Development of curriculum/activity plans, schedules, and classroom arrangements
- 3) Completion and analysis of self-evaluations

Texts and References

- 1) Required: None
- 2) Supplemental: Bredekamp. *Effective Practices in Early Childhood Education: Building a Foundation*. 3rd edition. Pearson Publishing, 2017.

Student Learning Outcomes

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

- 1) Plan, implement, and evaluate early childhood curriculum, classroom environment, and teaching strategies.
- 2) Analyze and apply a variety of effective approaches, strategies, and techniques for classroom management and positive relationships with children and adults in the practicum setting.