

CHLD 86B: PRACTICUM STUDENT TEACHING IN AN EARLY CHILDHOOD PROGRAM

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	5
Hours:	2 lecture, 10 laboratory per week (144 total per quarter)
Prerequisite:	CHLD 1, 8, 56N, and 89.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Plan, facilitate and evaluate developmentally appropriate activities in various learning areas.
- Identify a teacher's role and communicate the principles and philosophies of early childhood education.

Description

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students 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 are emphasized as student teachers design, implement, and evaluate experiences that promote positive development and learning for all young children.

Course Objectives

The student will be able to:

- Define the role of the teacher in an early childhood program
 - Personal/professional qualities
 - Career ladder and state qualifications
 - Relationships with children
 - Program implementation
 - Working with staff, parents, and other adults
 - Classroom guidance strategies
 - Teaching and non-teaching responsibilities
 - Professionalism
 - Advocacy
- Plan, facilitate, and evaluate developmentally appropriate activities in various learning areas that are based on observation and assessment of young children
 - Preparation, planning, and documentation of experiences emerging from the children's interests
 - Provision of developmentally appropriate resources and materials for children of varying abilities
 - Development of written activity plans based on assessment and observation
 - Observation, documentation, and evaluation of learning experiences for children
 - Selection of experiences and materials based on the developmental needs of individual children and of the group
 - Curriculum content areas: language, literacy, math, science, social studies, and visual and performing arts
 - Health and safety requirements in the classroom
 - Participation in early intervention curriculum adaptations
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies, and how teachers involve families in their children's development and learning to improve teaching practices for all children
 - Application of developmentally, culturally, and linguistically appropriate practices
 - Organization of physical environment and daily schedule in terms of their effect on the behavior of children
 - Integration across curriculum and in collaboration with teaching team
 - Involvement of families in early childhood programs
 - California state learning standards and tools
- Apply ethical standards and professional behaviors that demonstrate understanding of, knowledge of, and commitment to the early childhood profession
 - Sensitivity and responsiveness to cultural, linguistic, sexual orientation, and ethnic differences
 - Professional responsibilities of a teacher
 - Professional behavior adhering to NAEYC's Code of Ethical Conduct
 - Attitudes and skills in team teaching
 - Culture and values as a factor in relationship building

- vi. Professional standards, organizations, and assessments
- vii. Ongoing self-reflection as a critical quality of effective teaching
- viii. Role of parents and volunteers in the classroom
- e. Recognize the importance of respectful, reciprocal relationships with children and families showing sensitivity to family values and cultural, linguistic, sexual orientation, and ethnic differences
 - i. Sensitivity and responsiveness to cultural, linguistic, sexual orientation, and ethnic differences
 - ii. Discussion of differences in viewpoints in mutually respectful ways
 - iii. The environment as a learning community
 - iv. Addressing bias and labeling in the early childhood program
- f. Evaluate one's effectiveness within a collaborative teaching environment
 - i. Qualities of a good teacher
 - ii. Documentation of relationship building techniques
 - iii. Self reflection and assessment of teaching skills and strategies
 - iv. Developing and evaluation of teaching goals
 - v. Evaluation and analysis of teaching strategies received from master teacher interview
 - vi. Implementation of feedback received from master teacher during teaching practicum
- g. Integrate understandings of children's development and needs to establish and maintain healthy, safe, respectful, supportive, and challenging learning environments for all children
 - i. Building relationships with children, teachers, and families
 - 1. Trust, power, and communication as applied to relationships
 - 2. Developmentally appropriate interaction strategies
 - ii. Observation as a tool for understanding and responding to children and curriculum planning
 - iii. Communication skills in all aspects of teaching, including cross-cultural communication
 - iv. Guidance strategies to manage the classroom and promote pro-social behavior
 - v. Health and safety requirements
 - vi. Effective interaction in a child-centered, child-initiated, play-based learning environment
- h. Apply a variety of effective approaches, strategies, and techniques supporting positive relationships with children and adults
 - i. Creating an environment and daily schedule which allows for frequent interactions
 - ii. Positive guidance techniques that encourage social problem-solving
 - iii. Role of the adult as a facilitator supporting child initiated social/emotional development
 - iv. Modeling and facilitation of appropriate language and social behavior with children

Lab Content

Student participates in an early care and education program under observation of an approved mentor teacher.

Special Facilities and/or Equipment

1. Lab will be completed in a state licensed early care and education facility.

2. When taught online, the student will need regular access to a well-running computer with a webcam and the ability to run a recent version of the Chrome browser and its extensions.
3. For all methods of course delivery, the student needs an email address.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Demonstration of knowledge and skills through completion of all class assignments
 Observation by instructor of student's teaching in classroom environment
 Participation and completion of required student teaching hours and requirements
 Self-evaluation and evaluation by mentor teacher and course instructor
 Participation in seminar
 Final self-assessment

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
 Discussion
 Field work
 Oral presentations
 Laboratory
 Demonstration

Representative Text(s) and Other Materials

Eyrich, Sharon, Wendy Ruiz, and Cindy Stephens. [Practicum Field Experience Workbook \(Open Educational Resource\)](#). 2020.

Browne, Kathryn Williams. [To Teach Well: An Early Childhood Practicum Guide, 2nd ed.](#) 2012.

The Browne text, although older than five years, remains relevant to the course.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- a. Weekly reading assignments and study of text
- b. Writing assignments which require critical thinking skills in response to classroom experiences, self-assessment, lectures, and reading
- c. Written observations, evaluation, and assessment of children
- d. Final written self-evaluation to critically analyze student's professional development

Discipline(s)

Child Development/Early Childhood Education