

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

Foothill College Course Outline of Record

Heading	Value
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 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.

Course Objectives

The student will be able to:

- Define the role of the teacher in an early childhood program.
- Plan, facilitate and evaluate developmentally appropriate activities in various learning areas that are based on observation and assessment of young children.
- 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.
- Apply ethical standards and professional behaviors that demonstrate understanding, knowledge and commitment to the early childhood profession.
- Recognize the importance of respectful, reciprocal relationships with children and families that show sensitivity to family values, cultural, linguistic, sexual orientation, and ethnic differences.
- Evaluate one's effectiveness within a collaborative teaching environment.
- Integrate understanding of children's development and needs to establish and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

H. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Course Content

- 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 appropriate, culturally, 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, knowledge 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
 - Professional standards, organizations and assessments
 - Ongoing self-reflection as a critical quality of effective teaching
 - Role of parents and volunteers in the classroom
- Recognize the importance of respectful, reciprocal relationships with children and families showing sensitivity to family values, cultural, linguistic, sexual orientation, and ethnic differences
 - Sensitivity and responsiveness to cultural, linguistic, sexual orientation and ethnic differences
 - Discussion of differences in viewpoints in mutually respectful ways
 - The environment as a learning community
 - Addressing bias and labeling in the early childhood program

F. Evaluate one's effectiveness within a collaborative teaching environment

1. Qualities of a good teacher
2. Documentation of relationship building techniques
3. Self reflection and assessment of teaching skills and strategies
4. Developing and evaluation of teaching goals
5. Evaluation and analysis of teaching strategies received from master teacher interview
6. 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
 1. Building relationships with children, teachers and families
 - a. Trust, power, communication as applied to relationships
 - b. Developmentally appropriate interaction strategies
 2. Observation as a tool for understanding and responding to children and curriculum planning
 3. Communication skills in all aspects of teaching, including cross-cultural communication
 4. Guidance strategies to manage the classroom and promote pro-social behavior
 5. Health and safety requirements
 6. 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
 1. Creating an environment and daily schedule which allows for frequent interactions
 2. Positive guidance techniques that encourage social problem solving
 3. Role of the adult as a facilitator supporting child initiated social/emotional development
 4. 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

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

Method(s) of Evaluation

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

Method(s) of Instruction

Lecture, discussion, field work, oral presentations, laboratory, demonstration.

Representative Text(s) and Other Materials

Browne, Kathryn Williams. To Teach Well: An Early Childhood Practicum Guide. 2nd ed. Upper Saddle River, New Jersey: Pearson Education, Inc., 2012. Text remains relevant

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