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Semester effective:

Early Care, Education and Family Studies (ECEF)1521 Practicum Field Experience (3) (DS5) CSU
[formerly Early Childhood Education 1521; Early Childhood Education 5]

Prerequisites: Successful completion of ECEF 1500, ECEF 1501, ECEF 1531, and PSYC 2003 with a 'C' or better.

Prerequisite knowledge and skills: Before entering the course, the student should be able to

1. explain the importance of planning prior to conception,
2. identify ways in which prenatal development influences later growth and development,
3. describe growth and developmental characteristics from birth for each domain of development: physical, cognitive, linguistic, and social-emotional,
4. evaluate and illustrate major theories and principles of human development as it relates to behavior in children,
5. compare principal scientific methods used in the study of child development,
6. identify significant research which has contributed to the establishment of developmental principles,
7. describe the different theories on parenting styles,
8. relate learning in child development to personal life experience,
9. demonstrate a sensitivity to the special needs of children at developmental levels,
10. compare and contrast family cultural practices and their impact on children,
11. demonstrate critical thinking and college level writing skill,
12. cite vocational opportunities related to child growth and development,
13. demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds,
14. examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment,
15. examine and evaluate the role of teachers and other professionals in facilitating children's development,
16. examine and evaluate the role of play and its relationship to development at various stages,
17. analyze the impact culture, economics, politics and history has on development,
18. apply developmental theory to children's observations, surveys, and interviews,
19. differentiate characteristics of typical and atypical development at various stages
20. demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization,
21. discuss theories about the role of family, school and community in the process of socialization,
22. examine the role of family in the process of socialization,
23. compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth,
24. examine the impact of change and transitions upon children and family dynamics,
25. examine the role of childcare and schooling in the process of socialization,



26. explain and interpret the impact of socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health poverty,
27. define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress,
28. investigate and explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socio-economic status, institutions, the media, and public policy on children and families,
29. identify stereotypes and assumptions that affect attitudes and actions within the family, the culture and the professional community,
30. identify early childhood practices that support all children and families,
31. demonstrate the ability to identify and analyze risk factors and/or problems and recommend appropriate community resources,
32. demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families,
33. demonstrate ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations,
34. investigate advocacy strategies to influence public policy on behalf of children and families,
35. develop advocacy strategies to affect public attitude and policy,
36. explore one's own family history and examine how it affects one's relationships with children and families,
37. demonstrate critical thinking and college level writing skill,
38. explain the importance of studying the child in the context of family and the community as part of vocational development,
39. recognize developmentally appropriate principles and teaching strategies and apply them in supervised settings with young children,
40. demonstrate an understanding of the many aspects of the teachers' role in early childhood programs,
41. identify theoretical and program model implications for curriculum,
42. analyze activity plans with regard to theory and program model foundations,
43. demonstrate an understanding of the assessment, curriculum planning, implementation, documentation cycle and use it to plan, implement, and evaluate sample ECE activities,
44. recognize variation in individual child needs and strategies to accommodate those needs,
45. distinguish appropriate practices in early care and education from other levels of education while investigating educational history,
46. compare and contrast theories educational philosophies and approaches,
47. demonstrate awareness of developmental ages and stages,
48. assess early childhood settings, curriculum and teaching strategies using indicators of quality early childhood practices inclusive and respectful of all children and families,
49. examine the value of play as a vehicle for developing skills, enhancing knowledge and strengthening relationships between young children,
50. examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community,
51. analyze the relationship between observation, assessment, planning, and developing effective teaching strategies and creating developmentally appropriate environments,
52. identify the benefits of building a strong partnership with families,
53. explain child development as a profession, including ethics, and professional organizations,
54. develop a professional philosophy and professional goals,
55. demonstrate competency in writing,
56. apply critical thinking skills,
57. investigate career opportunities in early childhood education,



58. describe appropriate vocational skills needed in early childhood care and education, and
59. interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Hours and Unit Calculations:

32 hours lecture. (64 Outside of class hours). 50 hours lab (146 Total Student Learning Hours) 3 Units

Catalog Description: Demonstration of 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. Reflective practice will be emphasized as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. Includes exploration of career pathways, professional development, and teacher responsibilities. TB Clearance, proof of immunizations, and fingerprinting may be required by some school sites. Students will spend approximately 50 hours in an early childhood classroom (approximately 3 hours per week).

Type of Class/Course: Degree Credit

Textbooks:

California Preschool Learning Foundations Volume 3. California Dept. of Education, 2012.

Gordon, Ann Miles, et al. *Early Childhood Field Experience: Learning to Teach Well*, 2nd ed., Pearson, 2013.

Harms, Thelma, et al. *Early Childhood Environment Rating Scale*. 3rd ed., Teacher College P., 2016.

Additional Required Materials: Instructor's information texts and materials

Course Objectives:

By the end of the course a successful student will be able to:

1. Apply current research and theories on learning and development to plan experiences for young children.
2. Demonstrate developmentally appropriate, professional, and ethical practices in supervised early childhood classrooms.
3. Plan, implement, and evaluate curriculum based on the needs and interests of young children.
4. Incorporate principles of the Universal Design for Learning into a variety of curriculum experiences.
5. Demonstrate how to provide a supportive learning environment for children's first- and dual-language acquisition, development and learning.
6. Use documentation and assessment to monitor children's progress and to adjust learning experiences
7. Analyze the impact of the classroom environment and daily routines on children's behavior as a basis for planning.
8. Demonstrate how to adjust curriculum, environments, routines, and teaching strategies to meet the individualized needs of infants, toddlers, and preschool children.
9. Identify and implement strategies to prevent and/or address young children's challenging behaviors and to help children learn to resolve conflicts.
10. Practice strategies for communication and collaboration with families and other adults in the classroom



to support young children's development and learning.

11. Reflect on student teaching experiences to guide future teaching and collaborative practices.

12. Demonstrate the ability to provide guidance and constructive performance feedback to other adults in the Early Childhood Education setting.

Course Scope and Content:

Unit I Theory to Practice

- A. Developmentally, culturally, and linguistically appropriate practices
- B. Current research related to children's development and learning
- C. State and national standards

Unit II Professionalism and Ethics

- A. The role and responsibilities of the student-teacher
 - i. Typical teaching and non-teaching activities in early childhood settings
 - ii. Self-reflection and self-assessment
 - iii. Ethical practices
 - iv. Appropriate communication and interactions with supervising teacher, peers, children, and families
 - v. Positive dispositions of caring, support, acceptance, and fairness

Unit III Planning Instruction and Designing Learning Experiences

- A. The ongoing curriculum development cycle
 - i. Observation
 - 1. Strategies
 - 2. Goals
 - ii. Planning
 - 1. Based on observation
 - 2. Elements of a lesson plan
 - 3. In collaboration with others
 - iii. Implementation
 - 1. Developmentally appropriate practices
 - 2. Variety of strategies
 - a. Intentional teaching
 - b. Teachable moments
 - c. Child-initiated and teacher-directed interactions
 - d. Focused conversations
 - e. Flexibility
 - iv. Reflection and evaluation
 - 1. Reflection on the experience
 - 2. Adaptations for multiple reasons
 - 3. Incorporated into future planning
 - v. Documentation
 - 1. Purpose
 - 2. Types
- B. Teaching in the content areas
 - i. The use of teachers' discipline-based knowledge in the content areas
 - ii. Supporting children's content learning and developing skills
 - iii. Key content appropriate for young children as contained in the California Infant/Toddler and Preschool Foundations and Curriculum Frameworks



1. Social and Emotional Development
 2. Language and Literacy
 3. English Language Development
 4. Mathematics
 5. Visual and Performing Arts
 6. Physical Development
 7. Health
 8. History-Social Sciences
 9. Science
- iv. Integration of content areas across the curriculum

Unit IV Environments for Teaching and Learning

- A. Use of space and floor plans indoors and out
- B. Equipment and material selection
- C. Instructional technology
- D. Routine and schedule
- E. Effects of floor plans and routines on children's behavior

Unit V Classroom Management

- A. Guidance
 - i. Developmentally appropriate expectations
 - ii. Proactive/preemptive guidance strategies
 - iii. Interactions and positive interventions
 - iv. Cultural perspectives on guidance
 - v. Challenging behaviors
 - vi. Conflict resolution
- B. Staffing and scheduling
- C. Effects of outside factors

Unit VI Family Engagement

- A. Home school relationships
- B. Respectful communication
- C. Supporting home language
- D. Partnering with parents to support children's learning
- E. Preparing for parent conferences

Unit VII Developing as a Professional Educator

- A. Professional portfolio
- B. Qualifications and standards for teachers in California
 - i. Title 22
 - ii. Title V
 - iii. Commission on Teacher Credentialing Teaching Performance Expectations (TPEs)
- C. Career Ladder
- D. Professional development
- E. Advocacy for children and best practices
- F. Professional responsibilities for the learning outcomes of all children
- G. Skills for working with other adults
 - i. Co-plan and co-teach with others
 - ii. Supervision of others in the classroom such as aides and parents



iii. Constructive performance feedback to adults

Lab Content:

1. Perform typical teaching and non-teaching activities.
2. Observe children as a basis for planning
3. Plan and implement curriculum and learning experiences for key content and skill areas across the curriculum based on observation and assessment.
4. Use the environment such as physical space, routines, materials, equipment to promote children's development and learning.
5. Implement learning experiences to meet children's individual needs including first and/or second language acquisition.
6. Demonstrate a variety of teaching strategies.
7. Contribute as a member of the teaching team.
8. Use reflection to adjust personal teaching approaches, plans, and the environment.
9. Set developmentally-appropriate expectations for young children's behavior.
10. Document learning and developmental outcomes.
11. Demonstrate ethical and professional practice.

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 4 hours per week outside of the regular class time doing the following:

1. Studying
2. Answering questions
3. Completing required reading
4. Written work
5. Journal
6. Observation of or participation in an activity related to course content

Methods of Instruction:

1. Lecture
2. Discussion
3. Modeling appropriate teaching strategies
4. Use of technology
5. Lab work

Methods of Evaluation:

1. Substantial writing assignments, including:
 - a. essay exams
 - b. lab reports
 - c. assignments
2. Computational or non-computational problem-solving demonstrations, including one or more of the following:
 - a. exams
 - b. homework problems

- c. field work
 - d. observations
3. Skill demonstrations, including:
- a. oral presentation
 - b. performance exams
 - c. field work
 - d. observations
 - e. use of technology
 - f. evaluation of master/mentor teacher of student's activities and products
 - g. reflective journal and/or professional portfolio
 - h. self-evaluation using the same method used by mentor/master teacher which demonstrates the student's ability to apply essential teaching skills and to utilize self-evaluation techniques to enhance teaching ability

Supplemental Data:

T.O.P. Code:	130500 Child Development/ Early Care and Education
Sam Priority Code:	B: Advanced Occupational
Funding Agency:	Y: Not Applicable
Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Not Applicable
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Course is not a part of a cooperative education program
Eligible for Credit by Exam:	Yes
Eligible for Pass/No Pass:	C: Pass/No Pass



TAFTCOLLEGE

Discipline:	Child Development/Early Childhood Education or Education with classes or experience in early childhood development
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