Degree Applicable

Glendale Community College
November 2013

COURSE OUTLINE

Child Development 141 (C-ID Number: ECE 210)
Student Teaching Seminar (C-ID Title: Practicum in Early Childhood Education)

I. Catalog Statement

Child Development 141 provides for 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 is emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children.

Total Lecture Units: 2.0
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Lecture Hours: 32.0
Total Faculty Contact Hours: 32.0

Prerequisite: Child Development 150

Recommended Preparation: Child Development 156 (may be taken concurrently)

Co requisite: Concurrent enrollment in CHLDV 180, 181 **or** 182

Note: Verification of current TB clearance required.

II. Course Entry Expectations

Skills Level Ranges: Reading 6; Writing 6; Listening/Speaking 6; Math 2.

AND
Prior to enrolling in the course, the student should be able to:
1. identify the developmental stages and abilities of the young child necessary for adults to develop and evaluate appropriate curriculum;
2. design and implement curriculum based on observation and assessment of young children to support play and learning using developmental, inclusive, and anti-bias principles in collaboration with families to support all children;
3. demonstrate knowledge of the teacher's role in evaluating best and promising practices with consideration or the various impacts on children's learning and development;

4. prepare, implement, and evaluate curricular experiences that are developmentally, culturally, linguistically appropriate;
5. demonstrate specific skills and techniques for promoting development through a variety of curricular areas, demonstrate the capacity to collaborate with families in support of all children;
6. observe, assess, plan, implement, and evaluate play based curriculum experiences that enhance development in all domains, including creative, physical, social/ emotional, cognitive, language.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. demonstrate a foundational knowledge of how children learn and develop, and an understanding of the child's intellectual, physical, social and personal development;
2. integrate the theories of how children learn and develop, as well as how they differ in their approaches to learning to actively support children's learning; plan, present and evaluate developmentally, linguistically, and culturally appropriate play based curriculum;
3. utilize the concepts of individual and group motivation and behavior to create a learning environment that can encourage positive social interaction, active engagement in learning, and self-motivation;
4. understand children's family and community collaborate with parents and professional colleagues and establish a knowledge building community to inform practice;
5. demonstrate ethical and advocacy responsibilities in working with children and families;
6. utilize observation methods and recording aspects in child development and use formal and informal assessment strategies to evaluate the intellectual, social, emotional and physical development of the learner; utilize appropriate tools (i.e. Early Childhood Environment Rating Scale) to evaluate the effectiveness of curriculum, environments, teaching strategies and other elements of the early childhood program to improve teaching practices for all children.
7. apply theoretical knowledge and problem solving skills in practical situations with children;
8. design indoor and outdoor environments to support the physical, emotional, social and intellectual development of children;
9. practice self-evaluation, reflection, and continually evaluate the effect of their choices and actions on others (children, families, and other professionals in the learning community).

IV. Course Content **Total Faculty Contact Hours = 32**

A.	Integrating Child Development Theory into Practice –Using California Foundations and Guidelines.	8 hours
B.	Creating Environments that Foster Positive Development and Learning for All Children.	2 hours
C.	Planning, Implementing and Evaluating Developmentally, Linguistically and Culturally Appropriate Activities.	6 hours
D.	Professional Preparation and Development.	4 hours
E.	Collaborating with Families and Colleagues.	2 hours
F.	Self-Evaluation and Reflection –Tools for Professional Growth.	2 hours
G.	Using Observational Methods and Tools to Inform Planning and Evaluation	2 hours
H.	Strategies for Actively Supporting Children's Learning and Development	2 hours
I.	Career Ladder, Permit Matrix, Professional Portfolio	4 hours

V. **Methods of Instruction**

The following instructional methodologies may be used in the course:

1. lecture/discussion;
2. demonstration;
3. laboratory experience;
4. modeling appropriate strategies & techniques;
5. media/oral presentation;
6. web-enhanced, hybrid, or online.

VI. **Out of Class Assignments**

The following out of class assignments may be used in the course:

1. Curriculum plans; documentation of implementation and evaluation (e.g. using the Activity Planning Format to plan and implement activities weekly, documenting activities with photographs and evaluating effectiveness of activity in writing);
2. Presentations / Projects (i.e. plan and present an electronic portfolio with a power point presentation demonstrating professional growth over your Glendale Community College career);
3. Laboratory Participation (i.e. complete 36 hours of supervised field experience in co

requisite CHLDV 180, 181 or 182);

4. Written Observation of Curriculum Areas (i.e. observe and document the classroom and children's use of the classroom to develop a curriculum focus narrative to support a series of plans appropriate to the children in the group).

VII. Methods of Evaluation

The following methods of evaluation may be used in this course:

1. Examinations (including essay components i.e. Write a clearly organized narrative on your professional development as a result of your experience in the Teacher Preparation program, including your student teaching experience; discuss how professionalism and ethics were reflected in your practice.);
2. Identification of Proficiency (i.e., write reflectively about your practice and focus on at least one area of strength and an area you wish to improve; describe how you plan to address the area you wish to improve);
3. Portfolio (i.e. Professional portfolio documenting education, training, philosophy, samples of activity plan and a reflective assessment of individual development.).

VIII. Textbooks

Williams-Browne, Kate and Anne Gordon. *Early Childhood Field Experience: Learning to Teach Well* 2nd Edition. Upper Saddle River: Pearson Publishing 2013. Print.
16th Grade Textbook Reading Level ISBN-10: 0132657066 • ISBN-13: 9780132657068

IX. Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

1. Integrate understanding of children's development and needs to create and maintain Child healthy, safe, respectful, supportive and challenging learning environments for all children.
2. Evaluate the effectiveness of early childhood curriculum, classrooms, and teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
3. Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
4. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.
5. Critically assess one's own teaching experiences to guide and inform practice.