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Early Care, Education and Family Studies (ECE)1521 Practicum Field Experience (3) (DS5)
CSU

[formerly Early Childhood Education 1521; Early Childhood Education 5]

Prerequisites: Successful completion of Early Care, Education and Family Studies 1500 Principles and Practices of Teaching Children, Early Care, Education and Family Studies 1501 Early Childhood Curriculum, Early Care, Education and Family Studies 1531 Child, Family and Community, and Psychology 2003 Child Growth and Development

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.

Total hours: 32 hours lecture; 48 hours lab (participation in a pre-school program) (80 hours total)

Catalog Description: This course provides students with the opportunity to apply their knowledge of Early Care, Education and Family Studies theory and pedagogy in a learning environment under the supervision of a mentor teacher. Child development, children and families, developmentally appropriate practice, and curriculum content areas are primary focus areas. Experiential learning is the primary modality of the course through design, implementation, and evaluation of experiences that promote positive development and learning inclusive of all children and families. TB test clearance may be required for some lab work locations.

Type of Class/Course: Degree Credit

Text such as:

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

Gordon, Ann Miles and Kathryn Williams Browne. Kathryn W. Browne. *Early Childhood Field Experience: Learning to Teach Well*, 2nd ed. Boston: Pearson, 2013. Print.

Clifford, Richard and Thelma Harms. *Early Childhood Rating Scale*. 3rd ed. New York: Teacher College P, 2016. Print.

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. assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom,
2. explain educational theory and pedagogical practices and their impact on the contemporary classroom,
3. evaluate strengths and weaknesses in their individual teaching assignments in regards to ethical and professional conduct,
4. plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum,
5. model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies,
6. demonstrate the ability to work successfully in a developmentally appropriate environment establishing a trusting and respectful relationship with children and families,
7. explain and demonstrate the need for ongoing planning and assessment in curriculum development,
8. apply principles of effective advocacy in assignments and projects,
9. demonstrate competency in writing,
10. apply critical thinking skills,
11. describe appropriate vocational skills needed in early childhood care and education, and
12. critically assess one's own teaching experiences to guide and inform practice.

Course Scope and Content:

Unit I The Student as a Professional

- A. Ethical Conduct
- B. Developing a philosophy of education
- C. Defining the role of the mentee and mentor
- D. State qualifications
- E. Career ladder

Unit II Working with Children and Families

- A. Understanding the role of the lab student
- B. Learning to work with teachers/mentors in the early childhood classroom
- C. Learning to work with children and families
- D. Documenting behavior and developing lesson plans
- E. Learning from self-reflection and evaluation
- F. Involvement of families in early childhood programs

Unit III Curriculum Development

- A. Developmentally Appropriate Practice
- B. Child Centered and Play Based

- C. Project Approach
- D. Curriculum Theory
- E. Lesson Planning
- F. Organization of physical environment and daily schedule
- G. Use of California state learning standards and tools

Unit IV Planning and Evaluation

- A. Forms of Assessment: Observation, Anecdotal Records, Checklists, Rating Scales and Desired Results Assessments
- B. Portfolio Development
- C. Curriculum Cycle-Observation,
- D. Planning and Implementation,
- E. Evaluation and Documentation
- F. Environment Assessment – Early Childhood Rating Scale (ECERS)

Unit V Planning for Diversity

- A. Culture and Language
- B. Special Needs
- C. Family Circumstances
- D. Temperament

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:
 - 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:	1: 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:	Yes