CD M12L: EARLY CHILDHOOD EDUCATION TEACHING PRACTICUM LAB

Originator
scoulter

College
Moorpark College

Attach Support Documentation (as needed)
practicum-outline-worksheet-8-2021.docx

Discipline (CB01A)
CD - Child Development

Course Number (CB01B)
M12L

Course Title (CB02)
Early Childhood Education Teaching Practicum Lab

Banner/Short Title
ECE Teaching Practicum Lab

Credit Type
Credit

Start Term
Fall 2023

Catalog Course Description
Provides supervision at a designated child development center, allowing students to demonstrate early childhood teaching competencies, make connections between theory and practice, and develop professional behaviors. Requires hands-on application of procedures and practices. Provides opportunity to implement and evaluate developmentally appropriate experiences that promote positive development and learning for young children.

Additional Catalog Notes
All CD courses must be completed with a minimum grade of C in order to meet the requirements for Child Permits issued by the California Commission on Teacher Credentialing.

TB Clearance (within 1 year of the last day of the semester - if you have ever received a positive result, you must submit a clear chest x-ray within 5 years with a yearly reevaluation.)
Measles Immunity (2 MMR vaccinations, or a positive titer for Measles)
Tdap for Pertussis Immunity (immunization must have been given at age 11 or older)
Flu Immunity (you may choose to fill out a declination available from the instructor)

Taxonomy of Programs (TOP) Code (CB03)
1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
B (Transferable to CSU only)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Faculty notes on field trips; include possible destinations or other pertinent information
Early childhood programs in the community pre-school; Resource and referral program in the County

Grading method
(L) Letter Graded

Alternate grading methods
(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture

Activity

Laboratory
Minimum Contact/In-Class Laboratory Hours
78.75
Maximum Contact/In-Class Laboratory Hours
78.75

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
78.75
Total Maximum Contact/In-Class Hours
78.75

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
78.75
Total Maximum Student Learning Hours
78.75

Minimum Units (CB07)
1.5
Maximum Units (CB06)
1.5

Prerequisites
CD M04, CD M04L

Corequisites
CD M12

Advisories on Recommended Preparation
CD M02, CD M11, CD M14

Limitations on Enrollment
Current negative TB test or chest x-ray

Entrance Skills
Entrance Skills
CD M04, CD M04L

Prerequisite Course Objectives

CD M04-differentiate between various observation and assessment tools according to their purpose and validity.
CD M04-demonstrate basic formative and summative assessment techniques.
CD M04-apply knowledge of development and other influencing factors to interpret observations and assessments.
CD M04-employ standardized observation and assessment tools to evaluate quality in environments, interactions, and curriculum.
CD M04-discuss logistical challenges, biases, and preconceptions about observing and assessing children.
CD M04-demonstrate how observation and assessment are used to plan for and adjust learning experiences
CD M04-describe legal and ethical responsibilities in relation to observation, assessment, documentation, and recordkeeping.
CD M04-discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.
CD M04L-demonstrate how systematic observation methods provide data to assess the impact of learning settings, interactions and curriculum on children's development and learning.
CD M04L-compose written running records with annotations, anecdotal records, rating systems, and/or use program- or site-identified formative assessment strategies of a particular skill or children's daily behavior in a child development center.
CD M04L-demonstrate use of the current state and national standards-based assessment tools.
CD M04L-create child portfolios to meet early childhood professional standards.
CD M04L-utilize observation and assessment data about children's current status with respect to the Infant Toddler and Preschool Learning Early Learning Foundations, as applicable, to identify learning needs and goals and to develop both short-term and long-term learning experiences for children.
CD M04L-evaluate the characteristics, strengths, and limitations including fairness, bias, and cultural-responsiveness of common assessment tools.
CD M04L-compare assessment data from multiple measures and sources to plan and modify learning experiences and document children's learning over time.

Requisite Justification

Requisite Type
Prerequisite

Requisite
CD M04, CD M04L

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Closely related lecture/laboratory course

Requisite Type
Corequisite

Requisite
CD M12

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Content review

Requisite Type
Recommended Preparation

Requisite
CD M02, CD M11, CD M14

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Content review

Requisite Type
Enrollment Limitation

Requisite
Current negative TB test or chest x-ray

Requisite Description
Credit program requisite (credit only)

Level of Scrutiny/Justification
Required by statute or regulation

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	develop curriculum and assessment plans for children in the campus CDC classrooms (the CD Lab) or a designated child development classroom.
2	design, implement, and evaluate curriculum and environments based upon observation and assessment of young children in the campus CDC classrooms (the CD Lab) or a designated child development classroom.
3	develop an environment that honors the diversity of the learning community through empowerment, equity, respect, and dignity.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	develop and maintain safe, respectful, supportive and challenging learning environments for all children.
2	assess classroom teaching experiences to guide and inform practice.
3	plan, present, and evaluate developmentally appropriate, integrated curriculum experiences that are based upon observation and assessment of young children.
4	demonstrate appropriate guidance, problem solving and conflict resolution strategies with young children.
5	demonstrate professional and ethical behavior, developmentally appropriate practices, and preparation for the field of early childhood education.
6	utilize effective record keeping systems to document, assess, and track children's progress.

Course Content

Lecture/Course Content
n/a

Laboratory or Activity Content
- **10% - Perform typical teaching and non-teaching activities**
- **10% - Observe children as a basis for planning**
- **10% - Plan and implement curriculum and learning experiences for key content and skill areas across the curriculum based on observation and assessment**
- **10% - Use the environment such as physical space, routines, materials, equipment to promote children's development and learning**
- **10% - Demonstrate a variety of teaching strategies**
- **10% - Contribute as a member of the teaching team**
- **10% - Use reflection to adjust personal teaching approaches, plans, and the environment**
- **10% - Set developmentally appropriate expectations for young children's behavior**
- **10% - Document learning and developmental outcomes**
- **10% - Demonstrate ethical and professional practice**

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Laboratory activities
Laboratory reports
Skills demonstrations
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

Curriculum experience plans

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Distance Education
Laboratory activities

Describe specific examples of the methods the instructor will use:

demonstrate planning and implementing curriculum experiences, supervising and guiding
young children, and reflection upon experience.

Representative Course Assignments

Writing Assignments

- Written anecdotal observations of child behavior.
- Creation of written lesson plans.
- Reflection journal on practicum teaching experience.

Critical Thinking Assignments

- Self-evaluation of teaching skills and application of research on teaching practice to the classroom.
- Creation of teaching materials appropriate to the needs and developmental levels of assigned classroom.
- Create and evaluate meaningful, relationship-based curriculum experiences that emphasize play, integration, and active learning.

Reading Assignments

- Read the California Teaching Performance Expectations (TPEs) and compare and contrast them with one's beliefs and assumptions about and experiences with teachers and teaching.
- Read a current Child Development journal article pertaining to course topics such as proactive/preemptive guidance strategies.

Skills Demonstrations

- Design, implement, and evaluate curriculum based upon observation and assessment of young children in the campus CDC classrooms (the CD Lab) or a designated child development classroom.
- Design, implement, and evaluate environments based upon observation and assessment of young children in the campus CDC classrooms (the CD Lab) or a designated child development classroom.

Outside Assignments

Articulation

C-ID Descriptor Number
ECE 210 (with CD M12)

Status
Approved

Comparable Courses within the VCCCD
CD V66L - Early Childhood Teaching Practicum Laboratory

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Santa Monica College	ECE 22	ECE Field Experience	5
Santa Barbara City College	ECE 103	Foundations of ECE I Practicum	5
College of the Canyons	ECE 200	Practicum-Field Experience	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
S2000

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Heimer, Lucinda G. and Ann Elizabeth Ramminger. *Reshaping Universal Preschool: Critical Perspectives on Power and Policy*. Teachers College Press, 2020.

Resource Type
Textbook

Description
Friedman, Susan and Alissa Mwenelupembe. *Each and Every Child: Teaching Preschool with an Equity Lens*. National Association for the Education of Young Children, 2020.

Resource Type
Textbook

Description
Curtis, Deb, and Margie Carter. *Learning Together with Young Children: A Curriculum Framework for Reflective Teachers*. 2nd ed., Redleaf, 2017.

Resource Type
Other Resource Type

Description
California Department of Education. *Desired Results Developmental Profile – Preschool View*. 2015, http://www.cde.ca.gov/sp/cd/ci/documents/drdp2015preschool.pdf. Accessed 14 Sept. 2022.

Resource Type
Other Resource Type

Description
California Department of Education. *California Preschool Program Guidelines*. 2015, http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf. Accessed 14 Sept. 2022.

Resource Type
Other Resource Type

Description
California State Department of Education. *California Preschool Curriculum Framework, Vol. 1*. 2011, http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf. Accessed 14 Sept 2022.

Resource Type
Other Resource Type

Description
California Department of Education. *DRDP-K; Desired Results Developmental Profile – K*. 2015, http://www.drdpk.org/docs/DRDP2015K_Final_12032015.pdf. Accessed 14 Sept. 2022.

Library Resources

Assignments requiring library resources
Research using the Library's print and online resources via databases such as Exchange Press Articles on Demand and EBSCO ERIC.

Sufficient Library Resources exist
Yes

Example of Assignments Requiring Library Resources
Utilize library resources for a research paper on a topic relevant to early childhood education, such as pedagogy, curriculum, and current trends in early childhood education.

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion board original post and responses on the topic of "Supporting children's learning and development in the context of meaningful relationships, building on children's strengths, incorporating multiple approaches to learning, and reflecting the cultural and linguistic experiences of the children."
E-mail	Email to students with a current news event about research on early childhood curriculum.
Face to Face (by student request; cannot be required)	Instructor meeting with student to discuss social–emotional development and emotion regulation as key components of school readiness.
Synchronous Dialog (e.g., online chat)	Online chat room where the instructor and students discuss how developmentally appropriate curriculum supports children's learning and development by incorporating their interests and experiences and encouraging their curiosity
Video Conferencing	Video conferencing with mentor teachers, children, and families to carry out planned curriculum experiences. Video conferencing with faculty, students, and mentor teachers to discuss curriculum-planning, assessment, reflection and feedback on experiences.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion board original post and responses on the topic of "Supporting children's learning and development in the context of meaningful relationships, building on children's strengths, incorporating multiple approaches to learning, and reflecting the cultural and linguistic experiences of the children."
E-mail	Email to students with a current news event about research on early childhood curriculum.
Face to Face (by student request; cannot be required)	Instructor meeting with student to discuss social–emotional development and emotion regulation as key components of school readiness.
Synchronous Dialog (e.g., online chat)	Online chat room where the instructor and students discuss how developmentally appropriate curriculum supports children's learning and development by incorporating their interests and experiences and encouraging their curiosity
Video Conferencing	Video conferencing with mentor teachers, children, and families to carry out planned curriculum experiences. Video conferencing with faculty, students, and mentor teachers to discuss curriculum-planning, assessment, reflection and feedback on experiences.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion board original post and responses on the topic of "Supporting children's learning and development in the context of meaningful relationships, building on children's strengths, incorporating multiple approaches to learning, and reflecting the cultural and linguistic experiences of the children."
E-mail	Email to students with a current news event about research on early childhood curriculum.
Face to Face (by student request; cannot be required)	Instructor meeting with student to discuss social–emotional development and emotion regulation as key components of school readiness.

Other DE (e.g., recorded lectures)	Recorded lecture of instructor explaining the importance of developmentally appropriate environments promote exploration, discovery, learning, health, and safety for all children in all domains children's optimal development and learning.
Synchronous Dialog (e.g., online chat)	Online chat room where the instructor and students discuss how developmentally appropriate curriculum supports children's learning and development by incorporating their interests and experiences and encouraging their curiosity
Telephone	Phone call with student to clarify assignments.
Video Conferencing	Video conferencing with mentor teachers, children, and families to carry out planned curriculum experiences. Video conferencing with faculty, students, and mentor teachers to discuss curriculum-planning, assessment, reflection and feedback on experiences.

Examinations

Hybrid (1%–50% online) Modality
On campus
Online

Hybrid (51%–99% online) Modality
On campus
Online

Primary Minimum Qualification
CHILD DEV/ECE

Review and Approval Dates

Department Chair
09/02/2022

Dean
09/06/2022

Technical Review
09/15/2022

Curriculum Committee
09/20/2022

DTRW-I
MM/DD/YYYY

Curriculum Committee
MM/DD/YYYY

Board
MM/DD/YYYY

CCCCO
09/22/2022

Control Number
CCC000524780

DOE/accreditation approval date
MM/DD/YYYY