

# CFS-223: STUDENT TEACHING - PRACTICUM

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## Effective Term

Fall 2024

## CC Approval

03/01/2024

## AS Approval

03/12/2024

## BOT Approval

03/21/2024

## SECTION A - Course Data Elements

### CB04 Credit Status

Credit - Degree Applicable

### Discipline

Minimum Qualifications	And/Or
Child Development/Early Childhood Education (Master's Degree)	

### Subject Code

CFS - Child and Family Studies

### Course Number

223

### Department

Child and Family Studies & Education (CFS)

### Division

Career Education and Workforce Development (CEWD)

### Full Course Title

Student Teaching - Practicum

### Short Title

Student Teaching - Practicum

### CB03 TOP Code

1305.00 - \*Child Development/Early Care and Education

### CB08 Basic Skills Status

NBS - Not Basic Skills

### CB09 SAM Code

B - Advanced Occupational

### Rationale

Change to description and content.

## SECTION B - Course Description

### Catalog Course 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.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Not Repeatable

### Grading Options

Letter Grade or Pass/No Pass

### Allow Audit

Yes

## Requisites

### Prerequisite(s)

Completion of CFS-122, CFS-123 and CFS-140 with a minimum grade of C, a negative TB test, a Good Health Statement, required immunizations per regulations, and a fingerprint clearance.

### Corequisite(s)

Concurrent enrollment in or previous completion of CFS-165 with a minimum grade of C.

## Requisite Justification

### Requisite Description

Course Not in a Sequence

### Subject

CFS

### Course #

123

### Level of Scrutiny

Content Review

### Upon entering this course, students should be able to:

1. Employ observational skills and techniques from at least 6 observational methods to effectively understand children in an early care and education program
2. Plan developmentally appropriate curriculum based on observations of young children
3. Apply professional ethics and confidentiality when observing young children
4. Compare and contrast child behavior and theoretical developmental stages
5. Examine child behavior and development
6. Differentiate between an objective and subjective observation

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### Requisite Description

Course in a Sequence

### Subject

CFS

### Course #

165

### Level of Scrutiny

Content Review

### Upon entering this course, students should be able to:

1. Demonstrate the Ability to design and plan appropriate environments for Young children
2. Demonstrate the ability to design and implement developmentally appropriate activities for young children
3. Design and analyze children's environments for developmental appropriateness
4. Evaluate curriculum and environments for young children.

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**Requisite Description**

Course Not in a Sequence

**Subject**

CFS

**Course #**

140

**Level of Scrutiny**

Content Review

**Upon entering this course, students should be able to:**

1. Analyze theories of socialization that address the interrelationship of child, family and community.
2. Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.
3. Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.
4. Critique strategies that support and empower families through respectful, reciprocal relationships, and involve all families in their children's development and learning.
5. Critically assess community support services and agencies that are available to community and families.
6. Analyze one's own values, goals and sense of self as it relates to family history and life experiences, and assess how this impacts relationships with children and families.

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**Requisite Description**

Course Not in a Sequence

**Subject**

CFS

**Course #**

122

**Level of Scrutiny**

Content Review

**Upon entering this course, students should be able to:**

- A. 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.
- B. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- C. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
- D. Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.
- E. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.
- F. Identify the underlying theoretical perspective in forming a professional philosophy.

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**Requisite Description**

Non-course Requisite

**Level of Scrutiny**

Requisite Necessary for Health/Safety

**Explanation**

Negative TB test, a Good Health Statement, required immunizations per regulations, and a fingerprint clearance.

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## SECTION D - Course Standards

Is this course variable unit?

No

**Units**

5.00

**Lecture Hours**

36.00

**Lab Hours**

162.00

**Outside of Class Hours**

72

**Total Contact Hours**

198

**Total Student Hours**

270

## Distance Education Approval

Is this course offered through Distance Education?

Yes

**Online Delivery Methods**

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

## SECTION E - Course Content

**Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Design and implement curriculum and environments that are developmentally and linguistically appropriate, engaging, and supportive of development and learning based on foundations of early childhood education and knowledge of individual children.
2.	Apply a variety of teaching strategies, manage the classroom, monitor children's development and learning, guide behavior, and use reflection on teaching practice to guide future planning.
3.	Demonstrate the skills of a professional teacher including effective communication, ethical practice, responsibilities to children and families, and commitment to ongoing professional development.

**Course Objectives**

Upon satisfactory completion of the course, students 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 ECE setting.

### Course Content

1. Course Content: 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
2. 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
3. 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

4. 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
5. 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
6. 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
7. 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

## Methods of Instruction

### Methods of Instruction

Types	Examples of learning activities
Lecture	Primary method of instruction is lecture, using presentation slides, films, and other modalities for visual and kinesthetic learners.
Lab	Perform typical teaching and non-teaching activities. Observe children as a basis for planning. Plan and implement curriculum and learning experiences for key content and skill areas across the curriculum based on observation and assessment. Use the environment such as physical space, routines, materials, equipment to promote children's development and learning. Implement learning experiences to meet children's individual needs including first and/or second language acquisition. Demonstrate a variety of teaching strategies. Contribute as a member of the teaching team. Use reflection to adjust personal teaching approaches, plans, and the environment. Set developmentally-appropriate expectations for young children's behavior. Document learning and developmental outcomes. Demonstrate ethical and professional practice.

**Instructor-Initiated Online Contact Types**

Announcements/Bulletin Boards  
 Chat Rooms  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

**Student-Initiated Online Contact Types**

Chat Rooms  
 Discussions  
 Group Work

**Course design is accessible**

Yes

**Methods of Evaluation****Methods of Evaluation**

Types	Examples of classroom assessments
Class Participation	Class participation and discussion.
Lab Activities	Weekly teaching responsibilities For example: Student will design and implement a plan of possibilities at their lab placement site based on the children's interest and needs. The plan should be submitted with a written justification.
Homework	Parent conference, Documentations and reflections on required readings.
Portfolios	Reflective journal and/or professional portfolio.
Lab Activities	Completion of a minimum of 162 hours in a lab placement.
Lab Activities	Evaluation by master/mentor teacher of student's activities and products.
Skills Demonstration	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.
Performances	Instructor observations during teaching assignment to assess the student teaching competencies.

**Assignments****Reading Assignments**

Reading assignments are based on textbook readings or instructor generated handouts.

For example:

1. Read pages 83 - 106 in "Reflecting Children's Lives" which covers defining curriculum themes.
2. Read the article "Relationship Based Teaching" which covers the importance of forming relationships with children.

**Writing Assignments**

1. Assignment based on reading

For example:

Read chapter 6 in "Reflecting Children's Lives" and write a 2–3-page letter to parents in your lab site communicating your approach to curriculum planning.

2. Plan of possibilities implementation

For example:

Students will implement their plan of possibilities in a developmentally appropriate manner.

**SECTION F - Textbooks and Instructional Materials****Material Type**

Textbook

**Author**

Curtis, Debbie and Carter, Margie

**Title**

Reflecting Children's Lives: A Handbook for Planning Child-Centered Curriculum

**Edition/Version**

1st

**Publisher**

Redleaf Press

**Year**

2011

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**Material Type**

Textbook

**Author**

Epstein

**Title**

Intentional Teacher

**Edition/Version**

14th

**Publisher**

NAEYC

**Year**

2014

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**Material Type**

Textbook

**Author**

Curtis

**Title**

Learning Together with Young Children: A Curriculum Framework for Reflective Teachers

**Edition/Version**

14th

**Publisher**

Red leaf press

**Year**

2007

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**Proposed General Education/Transfer Agreement**

Do you wish to propose this course for a UC Transferable Course Agreement (UC-TCA)?

No



**Course Codes (Admin Only)**

**ASSIST Update**

No

**CB00 State ID**

CCC000514139

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Program Applicable

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**

No