

Basic Course Information

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| Semester: | Spring 2019 | Instructor Name: | Rebecca Green |
| Course Title & #: | Practicum-Field Experience | Email: | Becky.green@imperial.edu |
| CRN #: | 20809 | Webpage (optional): | https://www.imperial.edu/courses-and-programs/divisions/economic-and-workforce-development/child-family-consumer-sciences-department/ |
| Classroom: | Preschool | Office #: | 2200 |
| Class Dates: | 2/11/2019-June 7, 2019 | Office Hours: | 9:00-5:00 |
| Class Days: | M | Office Phone #: | 760-355-6232 |
| Class Times: | 0600-0805 Lab hours will be set first week of class- per week | Emergency Contact: | 760-355-6232 Alexiss Castorena or Nubia Heras |
| Units: | 4 | | |

Course Description

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. 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. Child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. (C-ID ECE 210) (CSU)

Course Prerequisite(s) and/or Co-requisite(s)

All ECE coursework on major prior to CDEV200
Must call and will be given code for course

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Design, implement and evaluate curriculum and environments based on observation and assessment of young children. (ILO2, ILO3)
2. Apply a variety of effective approaches, strategies and techniques for teaching in an early childhood classroom. (ILO2)
3. Analyze personal teaching experiences to guide and inform practice. (ILO3)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
2. Develop the persona of a professional educator.
3. Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.
4. Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for all young children.
5. Analyze classroom space of its effect on the behavior and interactions of children/teachers.
6. Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum and activities.
7. Model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies.
8. Critically assess personal experiences to inform and guide future teaching and collaborative practices.
9. Develop a recordkeeping system to document and track children's progress.
10. Demonstrate professional behavior and preparation for the field of early childhood education.
11. Demonstrate a professional level of competence in written and verbal expression.
12. Apply principles of effective advocacy in assignments or projects.

Textbooks & Other Resources or Links

- **Browne, Kathryn and Gordon, Ann (2013). *To Teach Well: An Early Childhood Practicum Guide* (2nd edition). Prentice Hall. ISBN: 978-013265706-8**
- California State Infant/Toddler Learning & Development Program Guidelines, Available at: <http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>
- Desired Results Developmental Profile, California State Department of Education, Available at: <http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>
- Developmentally Appropriate Practice in Early Childhood Programs, Bredekamp & Copple, current edition, NAEYC Publications 2009
- Early Childhood Rating Scale, current edition, Harms, Clifford & Cryer, Teachers College Press 2011
- California State Preschool Learning Foundations, Available at: <http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

NAEYC Code of Ethical Conduct

Course Requirements and Instructional Methods

Please come to class on time and prepared.

All students must have required immunizations SB792 completed: TB (clear results), Influenza, Pertussis, and Measles. The Student Health Nurse can provide the immunizations and proof of clearance forms.

All students are required to fill out a Criminal Background form, Abuse Index form, and a confidentiality statement. Students will be given a timecard and instructions on how to use the time clock. Students with any Criminal Background will not be allowed to begin until cleared.

Grades will be based upon class participation, completion of assignments, pop quizzes, quizzes, and tests throughout the semester. All material presented in the text, study guide, videos, and handouts will be part of the evaluation process. All assignments should be typed or written legibly in blue or black ink.

No assignments or projects will be accepted late. They are due on the date assigned. Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz or assignment you must show proof for the absence (doctor's note, hospitalization paperwork, etc.) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took that quiz. Make-ups are at my office during my office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan your schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test *before* the scheduled time.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetency, shall be final." *California Education Code, Section 76224(a)*

Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

The student's ability to work directly with the children is an important component of the grading. Students ability to work as part of a team will also be an important component.

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who

desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- 8 hours of lab must be completed per week

Classroom Etiquette

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- **Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- **Children in the classroom:** Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.
- **When working in the lab:** All students working in the labs are expected to behave in a professional manner and use appropriate language around children. Students will be given a handbook and all policies of the Preschool and Infant center labs must be followed.
- **The Imperial Valley College Developmental Preschool and Infant Toddler labs** follow and adhere to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct. These ethics can be found on line at <http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>
- **Dress and Personal Items:** As an early childhood professional, your dress is expected to reflect the same professional standard that your work does. Depending on the setting you will be working in, different expectations may exist. Please give consideration to these expectations and discuss with your mentor teacher the most appropriate way to reflect them in your dress. No flip flops or high heels for your protection and the children's. Refrain from bringing any unnecessary personal items (purses, backpacks, electronic devices, etc.) These items will not be allowed into the children's classroom. There are a few lockers that items can be placed in for the time period you are in the labs (all items must be taken when you leave). You must bring your own lock. Please be respectful of perfume and scent usage it may cause allergy problems for the children.

Online Netiquette

- **What is netiquette?** Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and

(11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|--------------|--|------------------------|
| Module 1 | <p>Becoming a Teacher Icebreaker activity</p> <p style="color: red;">Activity: Becoming a Teacher</p> <p style="color: red;">Activity: Build on Personal Strengths to Develop Professionally</p> <p>A. Career Ladder</p> <p>1. Permit matrix</p> <p style="color: red;">Activity: Reflection: Professional Identity and Career Goals</p> <p>B. State Standards</p> <p>1. Exam Teaching Standards</p> <p style="color: red;">Activity: Does Early Childhood Education Meet the Criteria of a Profession?</p> <p>C. Professionalism and Ethical Teaching</p> <p>1. Expectations</p> <p>2. Weekly assignments</p> <p>3. Portfolio Presentation</p> <p>4. Filming Activities</p> <p style="color: red;">Activity: Professionalism Teacher Interview</p> | |
| Module 2 | <p>Module 2: From Theory to Practice</p> <p>A. Developmentally, Culturally and linguistically appropriate practice</p> <p>1. Following Children’s Lead</p> <p>a. What does it look like?</p> <p>b. Domains</p> <p>c. Children’s interests</p> <p>d. When do I follow children’s leads?</p> <p>e. Improving practice</p> | |

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|--------------|--|------------------------|
| | <p style="text-align: center;">Learning Activity: Following Activity: Understanding Culture, Yourself, and Personal and Institutional Bias.</p> <p>B. Instruction and Interactions- Bringing it All Together</p> <ol style="list-style-type: none"> 1. Intentional teaching <ol style="list-style-type: none"> a. What is intentional teaching b. Why is intentional teaching important? c. The Intentional teaching Framework d. Applying Intentional teaching across the curriculum/content areas e. How Knowing and Seeing can increase intentionality f. Seeing, Planning, Doing, and Reflecting <p style="text-align: center;">Activity: Are you a reflective teacher?</p> <ol style="list-style-type: none"> g. Intentional teaching as a process <p>C. Current Research</p> <ol style="list-style-type: none"> 1. Important Leaders in the History of ECE 2. Views on Digital Media Usage <p style="text-align: center;">Activity: Videotaping activity Activity: Peer Coaching/ Feedback</p> <ol style="list-style-type: none"> 3. Contemporary Issues and Trends 4. An Evolving History <p style="text-align: center;">Children’s Lead: Role Play activity</p> | |
| Module 3 | <p>Module 3: Curriculum</p> <p>A. Writing Lesson Plans</p> <ol style="list-style-type: none"> 1. Planning Cycle/ Ongoing Curriculum Development Cycle 2. Planning for the Individual 3. Planning for the Group | |

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|--------------|---|------------------------|
| | <p>4. Creating Opportunities Lesson planning will begin- due each week</p> <p>B. Adaptations</p> <ol style="list-style-type: none"> 1. Modifications 2. Support Strategies 3. Embedding Teaching <p>C. Observation, Planning and Evaluation</p> <ol style="list-style-type: none"> 1. Screening and Assessment 2. Common Tools 3. Reflection 4. Documentation <p>Activity: Learning Story</p> <p>D. Content Areas and Material Selection: Students will be assigned a Domain for each week to create and carry out lessons</p> <ol style="list-style-type: none"> 1. Language and Literacy Development Examine Language and Literacy Domain Ca. ECE Foundations Supporting Language Development Supporting Second Language learners Effective Interactions Literacy Skills Material Selection 2. Math Exam the Math Domain Ca. ECE Foundations Material Selection 3. Science Examine the Science Ca. ECE Foundations Material Selection | |

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|--------------|---|------------------------|
| | <p>4. Social Science Ca. Foundations Material Selection</p> <p>5. Visual and Performing Arts Ca. Foundations Material Selection</p> <p>6. Social Emotional Development Ca. Foundations Material Selection</p> <p>7. Integration Across the Domains Ca. Foundations Material Selection</p> <p>8. Environment Equipment and materials Activity: Design learning center</p> <p>9. Schedule and Routines</p> <p>10. Family Involvement</p> | |
| Module 4 | Module 4: Professional Development and Advocacy | |
| Module 5 | Module 5: Portfolio and Interview | |
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*****Tentative, subject to change without prior notice*****