

ECED-1860: EXPERIENCE WITH YOUNG CHILDREN IN EARLY CHILDHOOD SETTINGS

Cuyahoga Community College

Viewing: ECED-1860 : Experience with Young Children in Early Childhood Settings

Board of Trustees:

December 2023

Academic Term:

Fall 2024

Subject Code

ECED - Early Childhood Education

Course Number:

1860

Title:

Experience with Young Children in Early Childhood Settings

Catalog Description:

Supervised teaching experience at an assigned early childhood site(s). Students introduced to developmentally appropriate care and education of young children within assigned setting. Preparation, organization and maintenance of an educational environment, responsive interaction and communication strategies, and planning and presentation of experiences for young children emphasized. Experience provided in relating to wide array of individuality among children. Cultural, familial and developmental diversity, adjustment of children to group setting and development of positive work relationships emphasized.

Credit Hour(s):

3

Lecture Hour(s):

1

Lab Hour(s):

0

Other Hour(s):

8

Other Hour Details:

Practicum: 7 hours per week; Seminar: 1 hour per week

Requisites

Prerequisite and Corequisite

ECED-1010 Introduction to Early Childhood Education: Children's Development and Programs; and ECED-1301 Early Language and Literacy Development: Integrated Curriculum; ECED-1340 Creative Development in an Integrated Curriculum; and ENG-1010 College Composition I, or ENG-101H Honors College Composition I; and instructor approval.

Note: ECED-1331 Music and Movement in an Integrated Curriculum or ECED-1311 Art and Creative Expression in an Integrated Curriculum taken prior to Fall 2024 will be accepted to meet prerequisite requirements in place of ECED-1340.

Outcomes

Course Outcome(s):

Through language use and interaction with children, demonstrate understanding of child development and learning.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. In planning, writing and, group discussion, demonstrate an understanding of individual differences.
2. Use conversational partnership strategies, including attentive listening, turn taking, interactive match, and reflective and descriptive speech.

Course Outcome(s):

Use observation, documentation and, other appropriate assessment tools.

Objective(s):

1. Use observations to plan appropriate experiences that support the interests of children in the classroom.
2. Analyze and document learning in the classroom in parent-friendly format.

Course Outcome(s):

Design, implement and, evaluate experiences that promote positive development and learning for all children.

Objective(s):

1. Provide experiences that support active engagement for all children across various curricular areas.
2. Co-construct play experiences with all children.
3. Modify the environment and experiences for children who need further support.
4. Articulate and demonstrate the importance of play to child development.
5. Create, implement, and refine experiences that meet the developmental needs of children.

Course Outcome(s):

Use a variety of teaching strategies.

Objective(s):

1. Demonstrate an understanding of when and how to ask questions that further children's inquiry.
2. Use modeled writing as a method of supporting development and learning.
3. Apply appropriate scaffolding techniques for groups and individual children.

Course Outcome(s):

Utilize appropriate communication, self-reflection, interpersonal skills, and ethical decision making when working in an early childhood setting.

Objective(s):

1. Develop knowledge, skills, and dispositions required to model professional ethics.
2. Demonstrate the development of appropriate interpersonal skills necessary for the support of positive relationships among staff members within a center as well as interact with related services professionals (e.g. speech pathologists, physical therapists, occupational therapists, etc.).
3. Convey an attitude of willingness to gain new knowledge, skills, and dispositions in order to modify inappropriate practices.
4. Assess own current communication skills to meet developmental stages of young children.
5. Reflect on own practice as a tool to continue personal and professional growth.

Methods of Evaluation:

1. Completion of assigned hours within course determined time frame
2. Evaluation of student performance at assigned early childhood site:
 - a. Demonstration and evaluation of appropriate communication skills with children, staff, and parents
 - b. Demonstration and evaluation of ability to informally and formally plan and implement developmentally appropriate experiences and activities for young children
 - c. Demonstration of beginning ability to follow child's lead in play activities and/or experiences
 - d. Demonstration of ability to implement planned experiences and/or activities using effective learning and teaching strategies
 - e. Evaluation of organizational skills and strategies used within laboratory setting

- f. Evaluation of care of physical environment and materials as directed by Cooperating Teacher
 - g. Evaluation of positive interpersonal skills used in relationships with children, staff, and families
 - h. Evaluation of ethical conduct displayed during assigned time within the ECED learning center and assigned sites
 - i. Ability to describe role of teacher as "partner" with families to support development of young children
3. Midterm self reflection
 4. Tests
 5. Written assignments
 6. Class discussion
 7. Documentation presentation

Course Content Outline:

1. Introduction and orientation into early childhood settings
 - a. Review center policies and procedures
 - b. Understand and follow daily schedule for assigned group
 - c. Learn individual names and characteristics of children within the assigned setting
 - d. Participate in weekly discussion to reflect on experiences with children in early childhood setting
2. Preparation of environment and materials
 - a. Apply brain-based research to describe and establish an appropriate temporal and physical environment
 - b. Arrange and maintain environment as assigned or as directed by Cooperating Teacher
 - c. Display, store, and maintain materials within setting
 - d. Rotate materials among classrooms as directed by Cooperating Teacher
 - e. Modify and expand room arrangement as directed by Cooperating Teacher
3. Building relationships with children
 - a. Analyze children's similarities and differences
 - b. Observe children in order to discern modes of relating and exploration common to each child
 - c. Describe effective tools for developing trusting relationships
 - d. Identify and address barriers to forming relationships
4. Development of communication skills
 - a. Use each child's name throughout routines
 - b. Support children's play activity through developmentally appropriate interactions
 - i. Verbal and nonverbal communication modes
 - ii. Enthusiasm and appropriate involvement in activities
 - iii. Children's actions
 - iv. Verbal responses to children's questioning and curiosity
 - c. Expansion of communication skills through combination of description, reflection, commentary, and questions
 - d. Discernment and practice of appropriate periods of noninvolvement while observing children's activities
5. Support of children's learning
 - a. Observe and plan for developmental interests of individual children
 - b. Responding to child-initiated activities and interests in supportive, respectful ways
 - c. Modifying teaching and communication approaches to accommodate individual differences
 - d. Recognizing indices of social and emotional growth
 - i. Promoting smooth routines
 - e. Using transitions as learning times
6. Use of positive guidance techniques
 - a. Assisting children in the use of words when conflicts occur
 - b. Assisting teacher in providing beginning group management
 - c. Supporting and practicing positive daily health habits
 - d. Assisting in recognition and remediation of possible safety hazards
7. Development of appropriate experiences and activities
 - a. Assisting Cooperating Teacher in selecting and displaying materials to support exploration and experimentation
 - b. Assisting Cooperating Teacher in providing materials to stimulate a creative expression
8. Creating appropriate classroom learning experiences
 - a. Developing prop box that promotes use of language through development of role play
 - b. Using the required ECED experience plan form for planning and implementing appropriate activities for children in various curricular areas.
 - c. Identifying and planning appropriate open-ended invitation experiences that will promote language and inquiry
9. Interpersonal skills

- a. Define responsibilities of Cooperating Teacher, Assistant Manager, and other center personnel
 - b. Demonstrate a cooperative attitude toward all center personnel
 - c. Assume and continue student responsibilities throughout course work
 - d. Practice ethical behavior in interactions
10. Reflective Practices
- a. Observe self during conversations, play, and teacher facilitated experiences through video
 - b. Think critically about teaching practices in relation to coursework and the text
 - c. Identify personal strengths and weaknesses in order to grow professionally
11. Concerns, uniqueness and diversity of families
- a. Relating in positive fashion with parents/caregivers who use services of the center
 - b. Developing respect for cultural, racial, ethnic variances among families
 - c. Incorporating anti-bias principles
 - d. Practicing ethical comportment when relating to families

Resources

Bentzen, Warren. *Seeing Young Children: A guide to Observing and Recording Behavior*. 6th ed. Delmar, 2008.

Bredenkamp, Sue., et. al. *Developmentally Appropriate Practice in Early Childhood Programs*. 4th ed. Washington, D.C.: National Association for the Education of Young Children, 2021.

Committee on Integrating the Science of Early Childhood Development. *From Neurons to Neighborhoods*. 2nd ed. National Academy Press, 2001.

Dombro, Amy L. *Powerful Interactions: How to Connect with Young Children to Extend Their Learning*. 2nd ed. National Association for the Education of Young Children, 2020.

Elliot, Lise. *What's Going on in There*. Bantam Books, 1999.

Feeny, S, Freeman, N.K., Moravcik,E. (2016) *Teaching the NAEYC Code of Ethical Conduct: A Resource Guide*,National Association for the Education of Young Children.

Gordon, Ann Miles, and Kathryn Browne. *Beginnings and Beyond: Foundations in Early Childhood Education*. 10th ed. Cengage Learning, 2016.

Goffin, S. (2015) *Professionalizing Early Childhood As a Field of Practice*,National Association for the Education of Young Children.

Hendrick, Joanne. *The Whole Child: Developmental Education for the Early Years*. 10th ed. Merrill Publishing, 2013.

Kostelnik, Majorie J., Soderman, Anne K., Whiren, Alice P. *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education*. 7th ed. Pearson, 2018.

Sousa, David. *How the Brain Learns*. 6th ed. Corwin Press, Inc., 2022.

Sparks, Louise D. *Anti-Bias Education for Young Children and Ourselves*. 2nd ed. National Association for the Education of Young Children, 2020.

York, Stacey. *Roots and Wings: Affirming Culture in Early Childhood Programs*. 3rd ed. Redleaf Press, 2016.

Derman-Sparks, L., & J.O. Edwards. With C.M. Goins. *Anti-Bias Education for Young Children and Ourselves*. Washington DC: NAEYC,

Strasser, J., & L.M. Bresson. *Big Questions for Young Minds: Extending Children's Thinking*. Washington, DC: NAEYC, 2017.

Top of page

Key: 1535