

# ECED-2870: EARLY CHILDHOOD EDUCATION STUDENT TEACHING PRACTICUM

---

## Cuyahoga Community College

### Viewing: ECED-2870 : Early Childhood Education Student Teaching Practicum

**Board of Trustees:**

June 2022

**Academic Term:**

Fall 2022

**Subject Code**

ECED - Early Childhood Education

**Course Number:**

2870

**Title:**

Early Childhood Education Student Teaching Practicum

**Catalog Description:**

Capstone course in early childhood education. Participation in assigned early childhood education settings under college supervision to develop effective skills with young children, families, and staff. Integration of principles of child development in designing and implementing developmentally appropriate curriculum, assessment and professionalism. Creation of inclusive environments through physical design and respectful, sensitive interactions. Each student will spend 240 hours per semester in field experience.

**Credit Hour(s):**

2

**Lecture Hour(s):**

0

**Lab Hour(s):**

0

**Other Hour(s):**

16

**Other Hour Details:**

Practicum: 16 hours per week

## Requisites

**Prerequisite and Corequisite**

ECED-1311 Art and Creative Expression in an Integrated Curriculum, ECED-1321 Math and Science Inquiry in an Integrated Curriculum, ECED-1331 Music & Movement in an Integrated Curriculum, ECED-1860 Experience with Young Children in Early Childhood Settings; concurrent enrollment in ECED-2990 Early Childhood Education Student Teaching Seminar, and departmental approval: students must meet with a faculty coordinator prior to registration.

## Outcomes

**Course Outcome(s):**

Plan and organize a developmentally appropriate curriculum that fosters all areas of development of young children.

**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. Identify how young children differ in their development and approaches to learning to support the development and learning of individual children.

2. Create open-ended materials for children's use that support their interests and skill development.
3. Demonstrate ability to apply open-ended experiences and the use of projects.
4. Demonstrate ability to adapt and modify experiences to assure active engagement for all children.
5. Identify children's needs and interests.
6. Use knowledge of children's culture and home experiences.
7. Facilitate experiences throughout the curriculum.
8. Demonstrate the ability to plan and implement an integrated curriculum that focuses on children's needs and interests.

---

**Course Outcome(s):**

Implement developmentally appropriate practices.

**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. Demonstrate individual and group guidance and problem solving techniques to develop positive and supportive relationships with children, encourage positive social interaction among children, promote positive strategies of conflict resolution and develop personal self-control, self-motivation and self-esteem in children.
2. Establish and maintain physically and psychologically safe and healthy learning environments for all children.
3. Facilitate large and small group experiences for young children.
4. Demonstrate developing relationships with children, staff, and families.
5. Facilitate curriculum planning.
6. Facilitate a variety of teaching strategies.
7. Create, evaluate, and modify effective teaching materials to support children's diverse learning abilities, including children with disabilities, developmental delays, and special abilities.
8. Summarize major theories and research that influences the teaching/learning process.

---

**Course Outcome(s):**

Demonstrate professional and ethical conduct.

**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. Articulate liability and licensing issues related to teaching in a child care center.
2. Articulate the ideals of professionalism, inclusion, and the National Association for the Education of Young Children Code of Ethical Conduct.
3. Demonstrate the use of reflection as necessary to improve teaching, and creating appropriate curriculum.
4. Demonstrate knowledge of developmentally appropriate practices as they relate to developing relationships with children, staff, and families.
5. Articulate liability issues related to teaching in a child care center.
6. Apply appropriate knowledge related to NAEYC Ethical Code of Conduct.
7. Demonstrate ability to reflect and self-evaluate.

---

**Course Outcome(s):**

Create environments and experiences that affirm and respect culturally, linguistically and developmentally diverse children.

**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. Support home language preservation.
2. Promote anti-bias approaches and the valuing of diversity in the classroom.
3. Adapt strategies and environments to meet the specific needs of children with disabilities, developmental delays or special abilities.

4. Demonstrate the ability to work effectively over time with children who reflect culturally and linguistically diverse family systems.
5. Model empathy toward others while helping children resolve conflicts during play.
6. Use reflective language that helps children identify their own and the feelings of others as important aspects of developing empathy towards others.

**Course Outcome(s):**

Demonstrate knowledge of appropriate observation and assessment of young children.

**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. Apply knowledge of observation by keeping anecdotal records, taking photos and saving children's artifacts.
2. Create and facilitate experiences that reflect knowledge of individual children and ability to assess children's learning.

**Methods of Evaluation:**

1. College faculty evaluations during on site visits
2. Cooperating teacher midterm and final evaluation
3. Weekly informal evaluation/discussions with cooperating teacher

**Course Content Outline:**

1. Being aware of child's and family's individuality
2. Building rapport with children, staff, and families
3. Expressing awareness of theories and brain research related to development and learning
4. Developing personal philosophy of early childhood education and commitment to the profession's code of ethical conduct
5. Developing weekly curricular activity plans and assessment methods
6. Understanding ethnicity, neighborhood, and individual group cultural values
7. Preparing and selecting materials to support thought processes and standards appropriate to developmental stages of young children
8. Promoting child growth and development in all areas: physical, cognitive, language, social, and emotional through developmentally appropriate actions
9. Establishing and maintaining working relationships with staff
10. Incorporating national, state and local standards
11. Sequentially assuming teacher's roles and responsibilities
12. Acquiring and articulating an individual teaching style

**Resources**

Beneke, Sallee. *Rearview Mirror: Reflections on a Preschool Car Project*. Champaign, IL: Eric Clearinghouse, 1998.

NAEYC, Susan Friedman (ed). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*. 4th ed. Washington, D.C.: NAEYA, 2021.

Csikszentmihalyi, M. *Flow: The psychology of optimal experience*. New York: HarperPerennial, 2008.

Eliot, Lise. *What's Going On In There?*. New York, NY: Bantam Books, 2000.

Gonzalez-Mena Janet. *Multicultural Issues in Child Care*. Mountain View, CA: Mayfield Publishing, 2000.

Hannaford, Carol. *Smart Moves: Why Learning is Not All in your Head*. 2nd ed. Great Ocean Publishers: Arlington, VI, 2010.

Harrington, Helen L, Samuel J. Meisels, Patricia McMahon, Margo L. Dichtelmiller, and Judy R. Jablon. *Observing Documenting and Assessing Learning*. Ann Arbor, MI: Rebus Inc., 1997.

Helm, Judy H. and Lilian Katz. *Young Investigators: The Project Approach in the Early Years (Early Childhood Education Series)*. 3rd ed. New York, NY: Teachers College Press, 2016.

---

Helm, Judy H. and Sallee Beneke. *The Power of Projects*. New York, NY: Teachers College Press, 2003.

---

Hyson, Marilyn. *The Emotional Development of Young Children*. Teacher's College Press: Williston, VT, 2004.

---

Isbell, Rebecca and Betty Exelby. *Early Learning Environments That Work*. Beltsville, MD: Gryphon House, 2001.

---

Stacey, Susan and Elizabeth Jones. *Emergent Curriculum in Early Childhood Settings: From Theory to Practice*. 2nd edition. Washington, D.C.: NAEYA, 2018.

---

Machado, Jeanne, and Helen Botnarescue. *Student Teaching: Early Childhood Practicum Guide (What's New in Early Childhood)*. 7th ed. Albany, NY: Delmar, 2010.

---

National Association for the Education of Young Children. *Guidelines for Preparation of Early Childhood Professionals*. Washington, D.C.: NAEYA, 1996.

---

Ohio Connections. *Connections: An Early Childhood Education Curriculum Framework for Continuity*. Ohio Department of Education: Columbus, OH, 2000.

---

Palmer, P. *To know as we are known*. San Francisco: Harper, 1993.

---

#### **Resources Other**

<https://www.naeyc.org/>

Top of page

Key: 1559