ECED-2990: EARLY CHILDHOOD EDUCATION STUDENT TEACHING SEMINAR

Cuyahoga Community College

Viewing: ECED-2990 : Early Childhood Education Student Teaching Seminar

Board of Trustees:
March 2023

Academic Term:
Fall 2023

Subject Code
ECED - Early Childhood Education

Course Number:
2990

Title:
Early Childhood Education Student Teaching Seminar

Catalog Description:
Capstone course in early childhood education. Student will focus on consolidation and integration of the knowledge, skills and dispositions associated with becoming an effective, intentional and knowledgeable lead/co- teacher of young children. Focus includes planning, implementing and assessing curriculum, creating appropriate learning environments, developing professional conduct, and recognizing ethical issues.

Credit Hour(s):
3

Lecture Hour(s):
2
Lab Hour(s):
0

Other Hour(s):
1

Other Hour Details:
Seminar: 1 hour per week

Requisites

Prerequisite and Corequisite
Concurrent enrollment in ECED-2870 Early Childhood Education Student Teaching Practicum and departmental approval: student must meet with a faculty coordinator prior to registration.

Outcomes

Course Outcome(s):
Design, implement, and evaluate experiences that promote positive development and learning for all 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):
a. Plan, implement, and evaluate meaningful curriculum that promotes development and learning for all children.
b. Select and/or make a variety of materials that support thinking processes appropriate to developmental stages and interests of children.

c. Use content knowledge to develop written lesson plans that reflect needs and interests of children through activities in major curriculum areas.
d. Recognize and incorporate learning activities that respect and support families of diverse cultural, ethnic and linguistic backgrounds.

Course Outcome(s):

Professionalism: Use reflective and ethical practices in the classroom, advocate, access resources, practice appropriate verbal and non-verbal communication, listen and interact respectfully, use Standard English in writing and speaking.

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. Reflect on own practice with children, identifying strengths and areas for continued growth.
2. Identify a variety of ways to continue professional development following graduation.

Course Outcome(s):

Integrate and use a variety of respectful, responsive teaching strategies.

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):

a. Create and modify environments and experiences to meet individual needs of young children.
b. Develop respectful, responsive relationships with all children, parents, and staff in the room.
c. Use individual/group guidance and problem-solving strategies that promote positive and supportive relationships.

Course Outcome(s):

Use observation, documentation, and other assessment tools for: planning curriculum, identifying special needs, deepening understanding of child development, communicating with families and professionals and improving teaching 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):

a. Use appropriate methods of observational assessment to inform curriculum decisions.
b. Utilize documentation to communicate children's learning and development.

Course Outcome(s):

Apply knowledge of child growth and development to support the diverse ways children learn.

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. Make accommodations to written plans that reflect needs and interests of children through activities in major curriculum areas as necessary.
2. Discuss evidence based early childhood curriculum models and learning theory.

Methods of Evaluation:
a. Evaluation of written curriculum plans
b. Creation of teaching materials and resources
c. Creation of a curriculum/assessment project
d. Participation in classroom activities
e. Creation of a professional portfolio
f. Incorporation of a variety of multicultural anti-biased activities into classroom planning
g. Final examination

Course Content Outline:
a. Teacher as learner: orientation to student teaching
    i. Responsibilities of student teachers/cooperating teachers
    ii. Review child development and learning theories
    iii. Principles of developmentally appropriate practices
    iv. Knowledge of self
b. Teacher as planner: planning environments that support learning
    i. Providing health and safety
    ii. Selecting appropriate materials
    iii. Integrating curriculum areas
    iv. Implementing and adapting to different curriculum models
    v. Incorporating national, state, and local standards
    vi. Making decisions based on brain research and developmental theory
c. Teacher as an interactor: responding and communicating
    i. Recognizing and respecting culturally and linguistically diverse children
    ii. Planning to meet needs and interests of children
    iii. Adapting plans to meet specific needs of children
    iv. Reviewing activities to improve/modify/extend
d. Teacher as facilitator: guidance and classroom management
    i. Recognizing the impact of schedule, room arrangement, and expectations
    ii. Using age appropriate language
    iii. Demonstrating problem solving strategies
    iv. Supporting the development of self-regulation, self-image
    v. Creating prosocial environments
e. Teacher as partner: family and community relationships
    i. Establish and maintain positive collaborative relationships with families
    ii. Involve families in learning of their children
    iii. Demonstrate sensitivity to culturally diverse families
f. Teacher as observer: assessment as tool
    i. Informal assessment for planning
    ii. Assessment for family conferences
    iii. Implementation of appropriate assessment approaches
    iv. Utilization of documentation to make learning visible
g. Teacher as advocate: professional partnerships
    i. Establish and maintain collaborative relationships with colleagues and families
    ii. Identify advocacy roles on behalf of children, families, and the field
    iii. Seek out and incorporate community/neighborhood resources
h. Teacher as professional: continuing professionalism growth
    i. Reflect on current theory and practice
    ii. Articulate a philosophy and rationale for teaching
    iii. Recognize and commit to National Association for the Education of Young Children (NAEYC) Code of Ethics
    iv. Seek and participate in opportunities for professional development
    v. Identify resources to support professionalism

Resources

Berger, Kathleen. (2018) *The Developing Person through Childhood and Adolescence*, New York: Worth.

Browne, Kathryn, and Ann Gordon. (2014) *To Teach Well: An Early Childhood Practicum Guide*, Upper Saddle River, NJ: Pearson Education.

Dombro, Amy Laura, Charlotte Stetson, and Judy Jablon. (2020) *Powerful Interactions: How to Connect with Children to Extend Their Learning*, Washington DC: NAEYC.

Harms, Thelma, Richard M. Clifford, and Debby Cryer. (2015) *Early Childhood Environment Rating Scale*, New York, NY: Teachers College Press.

Helm, Judy, and Lilian Katz. (2016) *Young Investigators: The Project Approach in the Early Years*, New York: Teachers College Press.

Katz, Lillian. (2018) *The Project Approach for All Learners: A hands on guide for an inclusive early childhood classrooms*, Brookes Publishing.

Machado, Jeanne. (2013) *Early Childhood Experiences in Language Arts*, Belmont, CA: Wadsworth Cengage Learning.

Marion, Marian. (2018) *Guidance of Young Children*, Upper Saddle River, NJ: Pearson Education.

Masterson, Marie L. (2021) *Transforming Teaching: Creating Lesson Plans for Child-Centered Learning* , Washington DC: NAEYC.

Moravcik, E., S. Nolte, & S.Feeney. (2018) *Who Am I in the Lives of Children?*, Upper Saddle River, NJ: Pearson Education.

National Research Council and Institute of Medicine. (2000) *From Neurons to Neighborhoods*, Washington, DC: National Academy Press.

Terrell, Ann McClain. (2018) *Graceful Leadership in Early Childhood Education*, St. Paul, MN: Redleaf press.

Zull, James E. (2002) *The Art of Changing the Brain*, Sterling Virginia: Stylus Publishing.

Resources Other

National Association for the Education of Young Children. https://www.naeyc.org/resources/pd/online-learning (https://www.naeyc.org/resources/pd/online-learning/)

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