COURSE OUTLINE

ECHD 123: Student Teaching Orientation

Prepared By: Maureen P. Maiocco, Ed.D.
ECD 123: Student Teaching Orientation

A. **TITLE:** Student Teaching Orientation

B. **COURSE NUMBER:** ECD 123

C. **CREDIT HOURS:** 1

D. **WRITING INTENSIVE COURSE:** No

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER(S) OFFERED:** Spring

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
   1 lecture hour per week

H. **CATALOG DESCRIPTION:**
   The Student Teaching Orientation will prepare students for their internship experiences in Early Childhood. Students will become familiar with field work requirements, policies and procedures, professionalism, ECE programs, the role of the college supervisor and site mentor, and the responsibilities and expectations of the student teaching experience.
   Pre-requisite: Introduction to Early Childhood (ECD 101).
   Co-requisite: Curriculum Development (ECD 125).
   ECD Majors only

I. **PRE-REQUISITES/CO-COURSES:**
   Pre-requisite: Introduction to Early Childhood (ECD 101)
   Co-requisite: Curriculum Development (ECD 125)

J. **GOALS (STUDENT LEARNING OUTCOMES):**
   By the end of the course, the student will:

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<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
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<tbody>
<tr>
<td>a. Examine, compare and acquire knowledge of various early childhood programs in the community.</td>
<td>1-Communication 2-Crit. Thinking</td>
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<td>b. Apply knowledge of the importance of self-reflection in teacher development.</td>
<td>3-Prof. Competence 4-Inter-Intrapersonal</td>
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<td>c. Apply practical knowledge of student teacher expectations and requirements.</td>
<td>3-Prof. Competence</td>
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<td>d. Demonstrate knowledge of the NAEYC Code of Ethics in the ECE profession.</td>
<td>3-Prof. Competence 4-Inter-Intrapersonal</td>
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<td>e. Plan and prepare letters of introduction, field work documents and calendar plans.</td>
<td>1-Communication 3-Prof. Competence</td>
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<td>f. Engage in active learning experiences that promote collaboration and professionalism.</td>
<td>3-prof. Competence 4-Inter-Intrapersonal</td>
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K. **TEXTS:**

**HANDBOOKS:**

L. **REFERENCES:**

M. **EQUIPMENT:** Multi-media Technologies, TV / VCR / DVD

N. **GRADING METHOD:** A – F

O. **MEASUREMENT CRITERIA/METHODS:**
   - Various Assignments
   - Small Group Activities
   - Field Work Documentation
   - Journal
   - Final Paper

P. **DETAILED TOPICAL OUTLINE:**

I. Orientation to Student Teaching
   a. Understanding the practicum experience
   b. Preparing for the student teacher experience
   c. Applying knowledge and skills

II. Understanding the Requirements
   a. Handbooks
   b. Forms

III. Roles & Responsibilities
   a. Student
   b. Mentor
   c. College Supervisor

IV. Professionalism
   a. Conduct
   b. Image
   c. Confidentiality
   d. Responsibility
   e. Respect
V. Self-Reflection
   a. Awareness
   b. Challenges
   c. Understanding

VI. The Journal
   a. Why & How
   b. Tool for development
   c. Recording observations
   d. Analysis
   e. Insights

VII. Evaluations
   a. Purpose
   b. Self Evaluations
   c. Formal Evaluations
      • mentor
      • college supervisor

VIII. Feedback
   a. Understanding constructive feedback
   b. Feedback as a tool for growth
   c. Problem-solving

IX. Collaboration
   a. Teaching Styles
   b. Working with
      • Co-teachers
      • Peers
      • Children
      • Parents
      • Administration

X. Ethics in ECE
   a. NAEYC Standards
   b. Code of Ethics
   c. Values
   d. Addressing ethical dilemmas

XI. Quality
   a. Environment
   b. Curriculum
   c. Interaction
   d. Standards

XII. Sites, Settings, Groups
   a. Head Start
   b. Child Care
   c. Family Child Care
   d. Universal Pre-K
   e. Kindergarten
f. Infant

g. Toddler

h. Pre-school

i. Kindergarten

XIII. Protocol & Paperwork

a. Letter of Introduction

b. Initial visit/meeting

c. Calendar plan

d. Health clearances

e. Contracts

f. Record-keeping

g. Organization & time management

XIV. Commitment & Growth

a. Professional development

b. Joining associations

c. Internships

d. Training