COURSE OUTLINE

ECHD 201 Student Teaching Experience I

Prepared By: Maureen P. Maiocco
Christina L. Martin

SCHOOL OF BUSINESS & LIBERAL ARTS
Early Childhood Department
Spring 2015
A. **TITLE**: Student Teaching Experience I w/ Seminar

B. **COURSE NUMBER**: ECHD 201

C. **CREDIT HOURS**: 4

D. **WRITING INTENSIVE COURSE**: No

E. **COURSE LENGTH**: 15 weeks

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

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY**:
10.5 hours weekly [off campus] and one 50-minute weekly seminar [on campus]

H. **CATALOG DESCRIPTION**:
This course is an off-campus practicum in early childhood. Students are assigned to a child care, Head Start, pre-k, or kindergarten setting and work under the direct supervision of a classroom teacher. Students are required to complete an 80-hour student teaching experience applying knowledge and skills acquired through coursework. Students observe, participate, plan, and implement lessons, and activities throughout their experience. Students are required to attend a 4-week on campus series of orientations prior to engaging in the off campus experience, and attend ongoing weekly seminars to reflect on their development and field experiences, led by the college student teaching supervisor.

I. **PRE-REQUISITES/CO-REQUISITES**:
   a. Pre-requisite(s):
   ECHD 101 Introduction to Early Childhood,
   ECHD 121 Wellness in Young Children: Promoting Health Safety & Nutrition
   b. Co-requisite(s):
   ECHD 125 Curriculum Development
   c. Minimum 2.0 overall GPA required and Permission of Instructor

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

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Institutional SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Examine, compare and acquire knowledge of various early childhood programs in the community through engagement and observation.</td>
<td>1-Communication</td>
</tr>
<tr>
<td></td>
<td>2-Crit. Thinking</td>
</tr>
<tr>
<td>b. Apply knowledge of the importance of self-reflection in teacher development by maintaining a daily journal of fieldwork experiences; identifying what has been learned, and ways to apply this learning in the future.</td>
<td>3-Prof. Competence</td>
</tr>
<tr>
<td></td>
<td>4-Inter-Intrapersonal</td>
</tr>
<tr>
<td>c. Apply practical knowledge of student teacher expectations, policies, and requirements</td>
<td>1-Communication</td>
</tr>
<tr>
<td></td>
<td>3-Prof. Competence</td>
</tr>
<tr>
<td>d. Engage in active learning experiences that promote collaboration professionalism, and alignment with NAEYC Professional (6) Standards.</td>
<td>3-prof. Competence</td>
</tr>
<tr>
<td></td>
<td>4-Inter-Intrapersonal</td>
</tr>
<tr>
<td>e. Exhibit professional behaviors consistent with those outlined in the NAEYC Code of Ethical Conduct and SUNY Canton Student Teacher Handbook.</td>
<td>3-Prof. Competence</td>
</tr>
<tr>
<td></td>
<td>4-Inter-Intrapersonal</td>
</tr>
</tbody>
</table>
K. **TEXTS:**


L. **REFERENCES:**


M. **EQUIPMENT:** Technology Enhanced Classroom

N. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS:**

- Field Work Documentation
- Daily Journal
- Participation and Completion of 80-hour off campus student teaching experience
- Participation at weekly seminars, on campus
- Small Group Activities
- Weekly Formal Observations
- Weekly Performance Evaluation [self-evaluations, mentor evaluations, College supervisor evaluations]
- Mid-term & Final Mentor Evaluations
- College Supervisor Observations (3 per semester)
- Various assignments, papers, etc. relevant to student teaching experience
- E-Portfolio Submissions / Evidence based on NAEYC Professional Standards (6)

P. **DETAILED COURSE 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
   c. Protocol & Paperwork
      - Letter of Introduction
      - Initial visit/meeting
      - Calendar plan
      - Health clearances
      - Contracts
      - Record-keeping
   d. Organization & Time Management

III. Roles, Responsibilities, and Collaboration [NAEYC Professional Standard 6]
   a. Student
   b. Mentor
   c. College Supervisor

IV. Professionalism and NAEYC Code of Ethics [NAEYC Professional Standard 6]
   a. Dispositions
   b. Values
   c. Professional Ethics

V. Self-Reflection and the Journal [NAEYC Professional Standard 3]
   a. Self – Reflection
      a. Awareness
      b. Challenges
      c. Understanding
   b. Journal
      a. Record Observations
      b. Reflect on Observations
      c. Analyze Observations

VI. Evaluations and Feedback [NAEYC Professional Standard 3]
   a. Purpose
   b. Self-Evaluations
   c. Formal Evaluations
      - Mentor
      - College supervisor
   d. Understanding constructive feedback
      - Feedback as a tool for growth
      - Problem-solving

VII. Sites, Settings, Groups [NAEYC Professional Standard 1, 2]
   a. Head Start
   b. Child Care
   c. Family Child Care
   d. Universal Pre-K
   e. Kindergarten
   f. Infant / Toddler
   g. Pre-school
   h. Kindergarten
VIII. Activity Planning [NAEYC Professional Standard 4]
   a. Resources
   b. Forms and content
   c. Implementation and feedback
   d. Reflection and self-assessment
   e. E-Portfolio Submissions: Standards & Evidence

IX. Time Management
   a. Goals and Priorities
   b. On being prepared and planned

X. Building Meaningful Curriculum [NAEYC Professional Standard 5]
   a. Lesson Planning
   b. Small Group Activity
   c. Large Group Activity
   d. Theme-Based Bulletin Board

XI. Case Study Activity Planning [NAEYC Professional Standard 3]
   a. Child Observation

XII. Commitment and Growth
   a. Professional Development
   b. Preparing for ECHD 202