A. **TITLE:** Student Teaching Field Experiences with Seminar

B. **COURSE NUMBER:** ECHO 201

C. **CREDIT HOURS:** 4; 10.5 hours weekly [off campus] and one 50-minute weekly seminar [on campus]

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** None

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

G. **COURSE DESCRIPTION:**
This course is an off campus practicum in early childhood. Students are assigned to a licensed group childcare center, family childcare program, pre-k, or kindergarten setting. Students will complete an 80-hour student teaching experience in two group settings with children ages birth – 36 months and children ages 3 – 5 years. Under the direct supervision of an assigned mentor, students will apply knowledge and skills acquired through coursework with a focus on child observation, development, implementation of age appropriate curriculum plans, and activities. Students will attend a weekly 50-minute seminar and participate in workshops led by the student teaching college supervisor.

H. **PRE-REQUISITES/CO-REQUISITES:**
   a. Pre-requisite(s): ECHO 101; ECHO 121; ECHO 125; ECHO 131.
      Minimum 2.0 overall GPA, and permission of the ECHO Program Coordinator
   b. Co-requisite(s): ECHO 204

I. **STUDENT LEARNING OUTCOMES:**
By the end of this course, the student will be able to:

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<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 teaching practices.</td>
<td>[5] Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program.</td>
<td>1 Communication [W] Written</td>
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<td>c. Develop the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program, and to work effectively as part of a teaching team.</td>
<td>[5] Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program.</td>
<td>5 Industry Professional Skills</td>
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<td>e. Demonstrate, engage in, and interpret various forms of assessment by observing and documenting children from birth - 36 months and from 3- 5 years in early care and education settings. Gain practical knowledge of designing and adapting learning environments to work successfully with children with special needs.</td>
<td>[2] Identify, create and implement developmentally appropriate learning activities related to Head Start Early Learning Outcome Frameworks, Birth – 5 years [HSELOF, 2015].</td>
<td>2 Critical Thinking Inquiry and Analysis</td>
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<td>f. Engage in early care and education experiences that promote collaboration, professionalism, and demonstrate adherence to NAEYC Standards for Initial Early Childhood Professional Preparation, NAEYC Professional Ethics, and SUNY Canton Student Teaching Policies.</td>
<td>[5] Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program.</td>
<td>5 Industry Professional Skills</td>
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J. **APPLIED LEARNING COMPONENT:** Yes Practicum

K. **RESOURCE:**


L. **REFERENCES:**


M. **EQUIPMENT:** University Supplied Equipment

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

O. **MEASUREMENT CRITERIA/METHODS:**

- Field Work Documentation
- Daily Reflective Journal
- Participation and completion of 80-hour off campus student teaching field experience
- Participation at weekly seminars, on campus
- Student Performance evaluation Site Mentor
- Activity Plan Evaluations [Self-evaluation, Mentor evaluation, College Supervisor evaluation]
- Mid-term & Final Mentor Evaluations
• College Supervisor Observations
• Various assignments, papers, etc. relevant to student teaching field experiences
• Individual, Small and Large Group Activity Planning and Engagement
• Lesson Plan Development and Implementation
• Observation, Assessment and Documentation Reports
• E-Portfolio Submissions / Evidence based on 7 NAEYC Standards for Initial Early Childhood Professional Preparation

P. DETAILED COURSE OUTLINE:

I. Orientation to Student Teaching
   A. Understanding the field experience
   B. Preparing for the field experience
   C. Applying knowledge and skills

II. Understanding the Requirements
   A. Handbooks
   B. Forms
   C. Protocol & Paperwork
      o Letter of Introduction
      o Initial visit/meeting
      o Calendar plan
      o Health clearances
      o Contracts
      o Record-keeping
   D. Organization & Time Management
      o Seeing the big "picture"
      o Setting goals and priorities
      o On being prepared & planned
      o Time management
      o Paperwork

III. Succeeding as a Student Teacher
   A. Self-knowledge as a basis for success
   B. Getting to know your field placement site and mentor
   C. The stages of a Student Teaching Practicum
      1. Anticipation
      2. Disillusion
      3. Confrontation
      4. Competence
      5. Culmination
   D. Resources and Support

IV. Roles, Responsibilities, and Collaboration [NAEYC Professional Standard 6]
   A. Student
   B. Mentor
   C. College Supervisor

V. Professionalism and NAEYC Code of Ethics [NAEYC Professional Standard 6]
   A. Dispositions
   B. Values
   C. Professional Ethics

VI. Self-Reflection and the Journal [NAEYC Professional Standard 3]
   A. What is reflection and why is it important
   B. The Journal as a tool for growth
o Record Observations
o Reflect on Observations
o Analyze Observations
C. Personal/professional growth
   o Application to teaching
   o Applications to relationships
D. Self – Reflection
   o Awareness
   o Challenges
   o Understanding

VII. Ethics and the Early Childhood Environment
   A. What are ethics and why are they important
   B. NAEYC Code of Ethics
   C. Ethical decision-making in the real world of children and families

VIII. Evaluations and Feedback [NAEYC Professional Standard 3
   A. Purpose
   B. Self-Evaluations
   C. Formal Evaluations
      o Mentor
      o College supervisor
   D. Understanding constructive feedback
      o Feedback as a tool for growth
      o Problem-solving

IX. Sites, Settings, Groups [NAEYC Professional Standard 1, 2]
   A. Settings
      o Infants to 36 months
      o 3 to 5 years
   B. Sites:
      o Head Start - Child Care - Family Child Care
      o Universal Pre-K - Kindergarten
      o Infant / Toddler Programs
      o Pre-school and Nursery Programs

X. Activity Planning [NAEYC Professional Standard 4]
   A. Curriculum Resources
   B. Forms, Lesson Plan Content
      o Development
      o Standards, Goals, Objectives, Outcomes
      o Concept Statement
      o Motivation
      o Materials
      o Steps: Process, Conclusion, Transition
      o Follow-Up
   C. Implementation and Feedback
   D. Reflection and Self-Assessment

XI. Building Meaningful Curriculum [NAEYC Professional Standard 5]
   [Birth – 36 Months]
   A. Infant / Toddler Domain [HSELOF, 2015]
      o Approaches to Learning
      o Social and Emotional Development
      o Language and Communication
      o Cognition
XII. Building Meaningful Curriculum [NAEYC Professional Standard 5]
[3-5 years]
A. Preschool Domain [HSELOF, 2015]
   o Approaches to Learning
   o Social and Emotional Development
   o Language and Communication
   o Literacy
   o Mathematics Development
   o Scientific Reasoning
   o Perceptual, Motor, and Physical Development
B. Lessons and Activities:
   o Social Studies
   o Creative Arts Expression
   o Music and Movement
   o Sensory Experiences
C. Center and Group Experiences
   o Individual Activity
   o Small Group Activity
   o Large Group Activity
   o Learning Center
   o Theme-Based Bulletin Board

XIII. Child Observation, Study, and Assessment [NAEYC Professional Standard 3]
[Birth – 36 Months]
A. Child Observation [formal and informal]
B. Assessment Methods and Tools
C. Documentation
D. Supporting Child-Initiated/Interest Learning Experiences
E. Informing Teaching Practices
F. Establishing Goals
G. Positive Outcomes for Children and Families

XIV. Child Observation, Study, and Assessment [NAEYC Professional Standard 3]
[3 – 6 years]
A. Child Observation [formal and informal]
B. Assessment Methods and Tools
C. Documentation
D. Supporting Child-Initiated/Interest Learning Experiences
E. Informing Teaching Practices
F. Establishing Goals
G. Positive Outcomes for Children and Families

XV. Developing and Using a Portfolio
A. What is a portfolio and why is it important
B. Philosophy, resume & content
C. Required and recommended content
D. Guidelines for organization and presentation
E. Using your portfolio effectively
XVI. Commitment and Growth
   A. Professional Development
   B. Career Planning, Next Steps