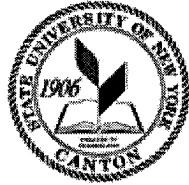


**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**ECHD 201 Student Teaching Field Experiences**

**Created By: Maureen P. Maiocco, Ed.D  
Updated By: Christina L. Martin. MST**

**SCHOOL OF BUSINESS & LIBERAL ARTS  
Social Science Department - Early Childhood Program  
Fall 2018**

- A. **TITLE:** Student Teaching Field Experiences with Seminar
- B. **COURSE NUMBER:** ECHD 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): ECHD 101; ECHD 121; ECHD 125; ECHD 131.  
Minimum 2.0 overall GPA, and permission of the ECHD Program Coordinator
- b. Co-requisite(s): ECHD 204

**I. STUDENT LEARNING OUTCOMES:**

By the end of this course, the student will be able to:

SLO	PLO	GER	ISLO
a. Examine, compare, and acquire knowledge of various early childhood programs in the community through engagement and observation.	[6] Discuss and demonstrate differences in curriculum for infants, toddlers, preschoolers and children in the early primary levels.	N/A	1 Communication [W] Written
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.	[5] Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program.		1 Communication [W] Written
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.	[5] Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program.		5 Industry Professional Skills
d. Plan, develop, and implement various lessons and activities for children from birth – 36 months and from 3 – 5 years that align with <i>Head Start Early Learning Outcome Frameworks [HSELOF], Birth to Five [2015]</i> .	[2] Identify, create and implement developmentally appropriate learning activities related to Head Start Early Learning Outcome Frameworks, Birth – 5 years [HSELOF, 2015].		2 Critical Thinking [PS] Problem Solving

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.	[2] Identify, create and implement developmentally appropriate learning activities related to Head Start Early Learning Outcome Frameworks, Birth – 5 years [HSELOF, 2015].		2 Critical Thinking [IA] Inquiry and Analysis
f. Engage in early care and education experiences that promote collaboration, professionalism, and demonstrate adherence to <i>NAEYC Standards for Initial Early Childhood Professional Preparation</i> , NAEYC Professional Ethics, and SUNY Canton Student Teaching Policies.	[5] Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program.		5 Industry Professional Skills

J. **APPLIED LEARNING COMPONENT:** Yes  
Practicum

K. **RESOURCE:**  
 • Maiocco, M. and Martin, C. (2017-18). *Early childhood student teaching experience handbook*. Canton, NY: SUNY Canton Early Childhood Program

L. **REFERENCES:**  
 Copple, C., and Bredekamp, S. (2010). *Developmentally appropriate practice in early childhood programs*. (3<sup>rd</sup> ed). Washington, DC: NAEYC  
 Friedman, D. L, ((2012). *An early childhood education portfolio: A reflective approach*. Belmont, CA: Wadsworth Cengage  
*Head Start Early Learning Outcomes Framework Ages Birth to Five*. (2015). Washington, DC: U.S. Dept. of Health and Human Services, Administration for Children and Families, Office of Head Start  
 Jackman, H.L. (2014). *Early childhood education: A child's connection to the world*. (6<sup>th</sup> ed). Belmont, CA: Wadsworth, Cengage  
 Machado, J., and Botnarescue, H. (2010). *Student teaching: Early childhood practicum guide*. Clifton Park, NY: Thomson Delmar Learning  
 NAEYC. (2010). *Standards for initial early childhood professional preparation*. Washington, DC: NAEYC  
 Nilsen, B.A. (2010). *Week by week: Plans for documenting children's development*. (5<sup>th</sup> ed.). Belmont, CA: Wadsworth Cengage

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
  - Letter of Introduction
  - Initial visit/meeting
  - Calendar plan
  - Health clearances
  - Contracts
  - Record-keeping
- D. Organization & Time Management
  - Seeing the big “picture”
  - Setting goals and priorities
  - On being prepared & planned
  - Time management
  - 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

- Record Observations
- Reflect on Observations
- Analyze Observations
- C. Personal/professional growth
  - Application to teaching
  - Applications to relationships
- D. Self – Reflection
  - Awareness
  - Challenges
  - 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
  - Mentor
  - College supervisor
- D. Understanding constructive feedback
  - Feedback as a tool for growth
  - Problem-solving

## **IX. Sites, Settings, Groups [NAEYC Professional Standard 1, 2]**

- A. Settings
  - Infants to 36 months
  - 3 to 5 years
- B. Sites:
  - Head Start - Child Care - Family Child Care
  - Universal Pre-K - Kindergarten
  - Infant / Toddler Programs
  - Pre-school and Nursery Programs

## **X. Activity Planning [NAEYC Professional Standard 4]**

- A. Curriculum Resources
- B. Forms, Lesson Plan Content
  - Development
  - Standards, Goals, Objectives, Outcomes
  - Concept Statement
  - Motivation
  - Materials
  - Steps: Process, Conclusion, Transition
  - 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}
  - Approaches to Learning
  - Social and Emotional Development
  - Language and Communication
  - Cognition

- o Perceptual, Motor, and Physical Development
- B. Center and Group Experiences
  - o Lessons and Activities
  - o Individual Activity
  - o Small Group Activity
  - o Learning Centers and Exploration

**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

Last Reviewed with Updated ISLO Jan. 2018 MM  
Revised for BBBA Degree Proposal  
April 2017 – MM  
Revised: August 2018 Master Syllabus  
Revised: Sept. 6, 2018 MM