COURSE OUTLINE

ECHD 202 – Student Teaching Experience II w/ Seminar

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**ECHD 202 - Student Teaching Experience II w/ Seminar**

A. **TITLE:** Student Teaching Experience II w/ Seminar

B. **COURSE NUMBER:** ECHD 202

C. **CREDIT HOURS:** 6

D. **COURSE LENGTH:** 15 weeks

E. **WRITING INTENSIVE COURSE:** No

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

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
   - Weekly Seminars (50 minutes, on campus)
   - 120 clock hours of supervised fieldwork (off campus)

H. **CATALOG DESCRIPTION:**
   This course is an off-campus practicum in early childhood. Students will further develop and apply their knowledge and skills in an early childhood classroom. Students are responsible for planning and implementing weekly child-centered curriculum. Training and supervision are provided during the internship by an on-site mentor and the college supervisor. One hundred twenty clock hours of supervised fieldwork at an assigned early childhood program. Students are required to attend weekly seminars/workshops led by the student teaching college supervisor. Prerequisite: Student Teaching Experience I (ECHD 201) and Curriculum Development (ECHD 125). Minimum Grade of C+ in ECHD 201 and 2.0 overall GPA. ECHD majors only.

I. **PRE-REQUISITES/CO-COURSES:**
   - Student Teaching Experience I (ECHD 201)
   - Curriculum Development (ECHD 125)
   - Minimum Grade of C+ in Student Teaching Experience I (ECHD 201)
   - 2.0 overall GPA

J. **GOALS** (student learning outcomes):
   By the end of this course, the student will be able to:

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<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
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<tbody>
<tr>
<td>a. Implement planned activities appropriate to the developmental status and interests of children in the placement setting.</td>
<td>1-Communication  2-Crit. Thinking  3-Prof. Competence</td>
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<td>b. Reflect on fieldwork experiences, identify what has been learned, and describe possible ways to apply that learning in the future.</td>
<td>1-Communication  2-Crit. Thinking  3-Prof. Competence</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>2-Crit. Thinking  3-Prof. Competence  4-Inter-Intrapersonal</td>
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<td>d. Demonstrate an ability to plan activities and learning centers that are developmentally appropriate, of interest to young children, and align with state and national standards.</td>
<td>1-Communication  2-Crit. Thinking  3-Prof.Competence</td>
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<td>e. Create, develop and prepare a professional portfolio demonstrating adherence to the six Standards of Professional Preparation (NAEYC).</td>
<td>1-Communication  3-Prof. Competence</td>
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K. **TEXTS:**

**HANDBOOK:**

L. **REFERENCES:**

M. **EQUIPMENT:** n/a

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

O. **MEASUREMENT CRITERIA/METHODS:**
- Student performance evaluation by field site mentor (weekly, mid-term & final)
- Classroom observations by college supervisor
- Weekly self-evaluations
- Weekly formal lesson/activity plans
- Fieldwork journal, daily entries
- Professional portfolio
- Completed teacher lesson plan book

P. **DETAILED TOPICAL OUTLINE:**

I. **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. Disillusionment
      3. Confrontation
      4. Competence
      5. Culmination
   d. Resources and Support

II. **Reflective Thinking–Reflective Teaching**
   a. What is reflection and why is it important
   b. The Journal as a tool for growth
   c. Personal/professional growth
   d. Application to teaching
   e. Applications to relationships
   f. Documentation

III. **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

IV. **Getting and Staying Organized**
   a. Seeing the big “picture”
   b. Setting goals and priorities
   c. On being prepared & planned
   d. Time management
   e. Paperwork
V. Preparing and Planning
   a. Standards in curriculum development
   b. Utilizing a teacher plan book
   c. Preparing for group activities
   d. Child guidance
   e. Understanding & appreciating learning styles

VI. Weekly Lessons
   a. Science & Discovery
   b. Music & Movement
   c. Language & Literacy
   d. Math Concepts
   e. Writing Experiences
   f. Creative Art: Process vs. Product
   g. Health & Well-Being
   h. Sensory Experiences
   i. Learning Games
   j. Self-Esteem

VII. Incorporating NAEYC Standards
   a. Child Development & Learning
   b. Curriculum Development & Implementation
   c. Family & Community Relationships
   d. Assessment
   e. Professionalism

VIII. Developing and Using a Portfolio
   a. What is a portfolio and why is it important
   b. Philosophy, resume & content
   c. Evidence of adherence to the NAEYC 6 Professional Standards
   d. Guidelines for organization and presentation
   e. Using your portfolio effectively

IX. Future Teacher
   a. Career options
   b. Transfer options
   c. Networking
   d. Teacher Interview Q & A
   e. On-going professional development

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