

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



**MASTER SYLLABUS**

**ECHD 105: Student Teaching Orientation**

**Created by** Maureen Maiocco, Ed.D.  
Christina Martin, MST

**School of Business & Liberal Arts  
Social Sciences Department: Early Childhood  
Fall 2021**

- A. **TITLE:** Student Teaching Orientation
- B. **COURSE NUMBER:** ECHD 105
- C. **CREDIT HOURS:** 1 Lecture Hour per Week
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** n/a
- F. **SEMESTER(S) OFFERED:** Fall

**G. COURSE DESCRIPTION:**

Student Teaching Orientation will prepare students for field work experiences in various Early Childhood settings. Students will become familiar with field work requirements, policies, and procedures. Students will prepare for and complete mandatory health clearances, NYS Office for Children Forms, complete the Foundations in Health and Safety Training, and file all required documents and contracts based on placement sites. Students will become acclimated to the SUNY Canton Early Childhood Student Teaching Field Experience guidelines and understand the role of the college supervisor, site mentor, and the responsibilities and expectations of the student teacher. By the end of the course all students will have confirmation of their Field Experience placement site.

ECHD Majors only

**H. PRE-REQUISITES/CO-REQUISITES:**

- a. Pre-requisite(s): Introduction to Early Childhood (ECHD 101)
- b. Co-requisite(s): Curriculum Development (ECHD 125)

**I. STUDENT LEARNING OUTCOMES:**

Course Objective	PLO	Institutional SLO
a. Examine, compare and acquire knowledge of various early childhood [infant – kindergarten] programs in the community.	5 <i>Develop and demonstrate the knowledge, skills, and attitudes necessary to be an effective teacher/caregiver in an early childhood program.</i>	5
b. Apply knowledge of the importance of self-reflection in teacher development.	5	5
c. Apply practical knowledge of student teacher expectations and requirements.	5	2
d. Demonstrate knowledge of the NAEYC Code of Ethics in the ECE profession.	5	5
e. Plan and prepare letters of introduction, field work documents and calendar plans.	5	1 [W]
f. Engage in active learning experiences that promote collaboration and professionalism.	5	5

KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	<b>Communication Skills</b> Oral [O], Written [W]
2	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
3	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

J. APPLIED LEARNING COMPONENT: No

**K. TEXTS:**

[Handbook]

Maiocco, M.P.& Martin, C. L. (2020). *SUNY Canton Early Childhood Student Teacher Handbook*. Early Childhood Program, SUNY Canton

**L. REFERENCES:**

Copple, C. & Bredekamp, S. (2011). *Basics of developmentally appropriate practice: An introduction for teachers of children 3 to 6*. Washington, DC: NAEYC

Machado, J. & Botnarescue, H. (2011). *Student teaching: Early childhood practicum guide*. Clifton Park, NY: Thomson Delmar Learning

**M. EQUIPMENT: Technology Enhanced Classroom**

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

**O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**

- Assignments
- Field Work Documentation
- Journal
- Final Paper

**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

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-Evaluation
- c. Formal Evaluation
  - 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