



MASTER SYLLABUS

ECHD 201 Student Teaching Field Experiences

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SCHOOL OF BUSINESS & LIBERAL ARTS
Social Science Department - Early Childhood Program
Fall 2021

- 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] for 15 weeks

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:

PLO 4: Develop and demonstrate the knowledge and skills necessary to be an effective teacher/caregiver in an early childhood program. Applying principles of developmentally appropriate early childhood programming. Curriculum will relate to the physical environment, material selection, activity planning, and child guidance.		
SLO	PLO	ISLO
a. Examine, compare, and acquire knowledge of various early childhood programs in the community through engagement and observation.	4	5
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.	4	5
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.	4	5
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> .	4	5
e. 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.	4	5

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

K. **RESOURCE:**

Maiocco, M. and Martin, C. (2020). *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*. (3rd 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*. (6th 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*. (5th
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. **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

II. **Roles, Responsibilities, and Collaboration** [NAEYC Professional Standard 6]

- A. Student
- B. Mentor
- C. College Supervisor

III. **Professionalism and NAEYC Code of Ethics** [NAEYC Professional Standard 6]

- A. Dispositions
- B. Values
- C. Professional Ethics

IV. **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

V. 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

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. 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

IX. 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

X. 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
 - Perceptual, Motor, and Physical Development
- B. Center and Group Experiences
 - Lessons and Activities

- Individual Activity
- Small Group Activity
- Learning Centers and Exploration

**XI. Building Meaningful Curriculum [NAEYC Professional Standard 5]
[3- 5 years]**

A. Preschool Domain [HSELOF, 2015]

- Approaches to Learning
- Social and Emotional Development
- Language and Communication
- Literacy
- Mathematics Development
- Scientific Reasoning
- Perceptual, Motor, and Physical Development

B. Lessons and Activities:

- Social Studies
- Creative Arts Expression
- Music and Movement
- Sensory Experiences

C. Center and Group Experiences

- Individual Activity
- Small Group Activity
- Large Group Activity
- Learning Center
- Theme-Based Bulletin Board

XII. 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

XIII. Commitment and Growth

- A. Professional Development
- B. Career Planning, Next Steps