

## CHLDV181 : Student Teaching Field Practice - Preschool Focus

### General Information

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Course Code (CB01) :	CHLDV181
Course Title (CB02) :	Student Teaching Field Practice - Preschool Focus
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000502152
Curriculum Committee Approval Date:	05/22/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	CHLDV 181 gives students a semester teaching experience in a preschool setting. As teacher candidates, students assume complete responsibility for the instruction of children, under the supervision of a cooperating teacher and a college supervisor, Students receive opportunities for practical application of skills and knowledge previously gained in preschool and child development classes. Students participate in classroom activities, design and teach a developmentally appropriate focus under the guidance of the supervising/mentor teacher, assess themselves as prospective teachers, and participate in seminar discussions.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Mode of Delivery:	No value
Author:	<ul style="list-style-type: none"><li>Biancheri, Mary Jane</li></ul>
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Child Development/Early Childhood Education</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

### Course Development

**Basic Skill Status (CB08)**

Course is not a basic skills course.

 Allow Students to Gain Credit by Exam/Challenge**Course Special Class Status (CB13)**

Course is not a special class.

**Pre-Collegiate Level (CB21)**

Not applicable.

**Grading Basis**

- Grade with Pass / No-Pass Option

**Course Support Course Status (CB26)**

Course is not a support course

**General Education and C-ID****General Education Status (CB25)**

Not Applicable

**Transferability**

Transferable to CSU only

**Transferability Status**

Approved

C-ID	Area	Status	Approval Date	Comparable Course
ECE	Early Childhood Education	Approved	08/25/2014	CHLDV 181 + 141 = ECE 210 - Practicum in Early Childhood Education

**Units and Hours****Summary**

<b>Minimum Credit Units (CB07)</b>	1
<b>Maximum Credit Units (CB06)</b>	1
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	0
<b>Total Student Learning Hours</b>	54

**Credit / Non-Credit Options****Course Type (CB04)**

Credit - Degree Applicable

**Noncredit Course Category (CB22)**

Credit Course.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience

 Education Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	3	0
Studio Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	0

Laboratory	54
Studio	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	0
Laboratory	0
Studio	0
<b>Total</b>	0

### Time Commitment Notes for Students

No value

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

### Pre-requisites, Co-requisites, Anti-requisites and Advisories

#### Co-Requisite

CHLDV141 - Student Teaching Seminar

### Entry Standards

Entry Standards

### Course Limitations

Cross Listed or Equivalent Course

### Specifications

Methods of Instruction

Methods of Instruction Laboratory

Methods of Instruction Discussion

Methods of Instruction Presentations

### Out of Class Assignments

- Preparation of oral presentations (e.g., presentation of educational journey using power point)
- Journaling about student teaching experience (e.g., reflective essays regarding the teacher candidate's experience in field practice)
- Curriculum documentation (e.g., curriculum plans, activity plans with evaluation photo documentation)
- Professional portfolio (e.g., a sampling of materials and documents demonstrating the student's training and experience in early childhood education)

### Methods of Evaluation

### Rationale

Project/Portfolio

Portfolio assessment

Exam/Quiz/Test

Midterm evaluation (e.g., practical laboratory assessment)

Exam/Quiz/Test

Final evaluation (e.g., practical laboratory assessment)

### Textbook Rationale

The Learning Foundations Textbooks are from 2012, which is the last date that the state published these foundations that CA early childhood educators are expected to be able to use in classroom planning. "The Play's the Thing is an essential text in the field, written by a leader in the field of early childhood education and a play-centered curriculum.

### Textbooks

Author	Title	Publisher	Date	ISBN
California Department of Education	California Preschool Learning Foundations, Volume I, II & III.	California Department of Education	2012	0-80111681-3; 978080111708-4 & 978080111727-5
California Department of Education	California Preschool Curriculum Framework, Volumes I, II & III	California Department of Education	2011	978-080111682-7; 978-080111716-9; 978-080111733-6.
Jones, Elizabeth; Reynolds, Gretchen	The Play's the Thing: The Teacher's Role in Children's Play	Teachers College Press	2011	978-0-8077-5241-8
Harris Helm, Jessica; Katz, Lilian G.; Wilson, Rebecca	Young Investigators: The Project Approach in the Early Years	Teachers College Press	June 2023	9780807767962

### Other Instructional Materials (i.e. OER, handouts)

No Value

### Materials Fee

No value

## Learning Outcomes and Objectives

### Course Objectives

Apply information obtained in CHLDV 141 seminars to experiences in the preschool classroom.

Demonstrate knowledge of children's varied approaches to learning as evidenced by developmentally, culturally and linguistically appropriate curriculum planning and implementation.

Organize information gained from current research on best practices in early care and education to develop a curriculum focus with instructional goals and key concepts that reflect the interests and needs of the children enrolled in the classroom.

Organize physical space and materials to support health, safety and positive learning experiences for all children enrolled.

Accurately assess the effectiveness of curriculum plans and methods to make appropriate modifications to support children at different developmental levels and those with special needs.

### SLOs

**Apply a variety of effective approaches, strategies, and techniques for teaching in a preschool classroom.** Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>CHLDV</i> Teacher (Preschool)	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
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<i>CHLDV</i> School-Age Care	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
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<i>CHLDV</i> Site Supervisor	<p>identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice</p> <hr/> <p>plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children</p>
<i>CHLDV</i> Master Teacher	<p>identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice</p> <hr/> <p>plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children</p>
<i>CHLDV</i> Transitional Kindergarten Certificate	<p>identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.</p> <hr/> <p>plan, implement and evaluate developmentally appropriate, culturally and linguistically relevant curriculum;</p>
<p><b>Design, implement, and evaluate curriculum and environments based on observation and assessment of preschool children.</b></p> <p style="text-align: right;">Expected Outcome Performance: 70.0</p>	
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>CHLDV</i> Site Supervisor	<p>articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals</p> <hr/> <p>plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children</p>
<i>CHLDV</i> Teacher (Preschool)	<p>articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals</p> <hr/> <p>articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals</p> <hr/> <p>plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children</p> <hr/> <p>plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children</p>
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<i>CHLDV</i> Transitional Kindergarten Certificate	plan, implement and evaluate developmentally appropriate, culturally and linguistically relevant curriculum;

**Analyze personal teaching experiences to guide and inform practice.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Practice ethical and responsible behavior within personal, academic, professional, social, and societal contexts; recognize and welcome diverse lifestyle choices that promote physical, intellectual, psychological, and social well-being.
<i>CHLDV</i> School-Age Care	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
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<i>CHLDV</i> Transitional Kindergarten Certificate	identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.

## Course Content

### Lecture Content

No value

### Laboratory/Studio Content

**Observe and Assess Children Enrolled in the Early Childhood Classroom (Practicum Placement) (6 hours)**

**Plan Developmentally, Culturally, and Linguistically Appropriate Experiences and Opportunities for the Children Enrolled in the Classroom (3 hours)**

**Implement Planned Experiences Demonstrating Knowledge of Child Growth and Development and the Children's Interests and Needs (25 hours)**

**Evaluate and Document the Effectiveness of Plans and Implementation Strategies (6 hours)**

**Identify, Examine, and Integrate Resources and Information to Support Activities in this Course (14 hours)**

**Total Hours: 54**

## Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

### GCC Major Requirements

No Value

### GCC General Education Graduation Requirements

No Value

### Repeatability

Not Repeatable

### Justification (if repeatable was chosen above)

No Value

## Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value