

CHLDV182 : Student Teaching Field Practice - School Age Focus

General Information

Author:	<ul style="list-style-type: none">Elizabeth KronbeckBiancheri, Mary JaneOwens, DeborahStonis, Michelle
Course Code (CB01) :	CHLDV182
Course Title (CB02) :	Student Teaching Field Practice - School Age Focus
Department:	CHLDV
Proposal Start:	Winter 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) :	CCC000502153
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 182 provides a semester teaching experience in a school age setting. The teacher candidate, under the supervision of a cooperating teacher and a college supervisor, assumes complete responsibility for the instruction of children. The course is designed to provide opportunities for practical application of skills and knowledge previously gained in the classes specified in the school age and child development curriculum. Field experience provides the teacher candidate the opportunity to participate in before and after-school activities, design and provide developmentally appropriate activities and tutoring under the guidance of the supervising/mentor teacher, assess themselves as a prospective teacher, and participate in seminar discussions.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	No value
Author:	<ul style="list-style-type: none">Biancheri, Mary Jane
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Child Development/Early Childhood Education
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 182 + 141 = ECE 210 - Practicum in Early Childhood Education

Units and Hours

Summary

Minimum Credit Units (CB07) 1

Maximum Credit Units (CB06) 1

Total Course In-Class (Contact) Hours 54

Total Course Out-of-Class Hours 0

Total Student Learning Hours 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

Lecture Hours 0

Out of Class

0

Course Student Hours

Course Duration (Weeks)

18

Hours per unit divisor

0

Laboratory Hours	3	0
Studio Hours	0	0

Course In-Class (Contact) Hours	
Lecture	0
Laboratory	54
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Studio	0
Total	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 PowerPoint)
- 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 Play's the Thing" is an essential book in the field of early childhood education written by a leader in the field of early childhood education and play-centered curriculum.

Textbooks

Author	Title	Publisher	Date	ISBN
Jones, Elizabeth; Reynolds, Gretchen	The Play's the Thing: The Teachers' Role in Children's Play	Teacher 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)

Description Desired Results Developmental Profile –School Age

Author California Department of Education

Citation No value

Online Resource(s) No value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Apply information obtained in CHLDV 141 seminars to experiences in the School Age Child Care classroom.

Identify children's varied approaches to learning and then implement and plan developmentally, culturally, and linguistically appropriate curriculum.

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 schoolage 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.
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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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	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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	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
--	--

	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> 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
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	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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	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> 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>
Design, implement, and evaluate curriculum and environments based on observation and assessment of school-age children.	
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)	<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>
<i>CHLDV</i> School-Age Care	<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>
<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> Master Teacher	<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> 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> Master Teacher	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
<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
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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.

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

No value

Laboratory/Studio Content

Observe and Assess Children Enrolled in the School Age Child Care Program (Practicum Placement) (6 hours)

Plan Developmentally, Culturally, and Linguistically Appropriate Experiences and Opportunities for the Children Enrolled in the Program (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 liason?

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