

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



MASTER SYLLABUS

ECHD 201 Early Childhood Field Experience

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**SCHOOL OF BUSINESS & LIBERAL ARTS
Social Science Department - Early Childhood Program
Fall 2022**

- A. **TITLE:** Early Childhood Field Experience with Seminar
- B. **COURSE NUMBER:** ECHD 201
- C. **CREDIT HOURS:** 4
10.5 hours weekly [off campus] and one 50-minute weekly seminar 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 early childhood field experience. Assignment options may include licensed group childcare programs, pre-k, or kindergarten classrooms, or industry specific [children’s museum, library, play-based enrichment] settings. Students will complete an 80-hour field experience with children ages birth –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 participate in a weekly 50-minute seminar led by the student teaching college supervisor.

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

- a. Pre-requisite(s): ECHD 101; ECHD 105; ECHD 121; ECHD 125; ECHD 131.
Minimum 2.0 overall GPA, and permission of the ECHD Program Coordinator
- b. Co-requisite(s): None

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 programming in the community through engagement and observation.	4	5
b. Apply knowledge of the importance of self-reflection and professional development by maintaining a daily journal of fieldwork experiences, identifying what has been learned, and ways to apply this learning in practice.	4	5
c. Develop the knowledge, skills, and attitudes necessary to be an effective caregiver in an early childhood program, and to work effectively as part of a child-centered team.	4	5
d. Plan, develop, and implement various lessons and/or activities for children from birth – 5 years in small and large group settings.	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 Early Childhood Field Experience Policies.	4	5

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

K. RESOURCE:

Maiocco, M. and Martin, C. (2022). *Early childhood field experience handbook*. Canton, NY: SUNY Canton Early Childhood Program

L. REFERENCES:

Copple, C., and Bredekamp, S. (2021). *Developmentally appropriate practice in early childhood programs*. (4th 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. (2017). *Early childhood education: A child's connection to the world*. (7th ed). Belmont, CA: Wadsworth, Cengage

Machado, J., and Botnarescue, H. (2011). *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
- Reflective Journal
- Discussion Boards
- Participation and Completion of 80-hour off-campus student teaching field experience
- Student Performance Evaluations
- Assignments related to their field experience
- Individual, Small and Large Group Activity and Formal Lesson Planning and Engagement
- Observation, Assessment and Documentation Reports
- NAEYC Evidence-Based Professional Preparation E-Portfolio / Final Project

P. DETAILED COURSE OUTLINE:

I. Succeeding in your Field Experience

[Standard 1 Child Development and Learning in Context, Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families, Standard 6 Professionalism as an Early Childhood Educator]

a. Roles, Responsibilities, and Collaboration

- i. Student
- ii. Mentor
- iii. College Supervisor

b. The stages of a Field Experience

- i. Anticipation
- ii. Disillusion
- iii. Confrontation
- iv. Competence
- v. Culmination

- c. Sites and Settings
- d. Knowledge of Child Development
 - i. Child Observation (formal and informal)
 - ii. Informing Teaching Practice

II. **Professionalism and NAEYC Code of Ethics**

[Standard 6 Professionalism as an Early Childhood Educator]

- a. Professional Ethics
 - i. What are ethics and why are they important
 - ii. NAEYC Code of Ethics
 - iii. Ethical decision-making in the real world of children and families
- b. Self-Reflection
 - i. What is a reflection and why is it important?
 - ii. Reflection as a tool for growth
 - 1. Awareness
 - 2. Challenges
 - 3. Understanding
 - iii. Observations
 - 1. Recording
 - 2. Reflecting
 - 3. Analyzing

III. **Developmentally Appropriate Practices**

[Standard 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices]

- a. Building positive, caring, and supportive relationships
- b. Teaching Strategies
 - i. Individualized Practices
 - ii. Differentiated Practices
 - iii. Play as a Core Teaching Practice
 - iv. Universal Design for Learning Principles
 - v. Culturally and Linguistically Practices

IV. **Building Family and Community Relationships**

[Standard 2 Family – Teacher Partnerships and Community Connections]

- a. Diversity of Families
- b. Building Relationships with Families
- c. Community Resources

V. **Curriculum, Lesson, and Activity Planning**

[Standard 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices and Standard 5 Knowledge, Application, and Integration of Academic Content in Early Childhood Curriculum]

- a. Learning Domains [HSELOF, 2015]
 - i. Approaches to Learning
 - ii. Social and Emotional Development
 - iii. Language and Communication
 - iv. Literacy
 - v. Mathematics Development
 - vi. Scientific Reasoning
 - vii. Perceptual, Motor, and Physical Development
 - viii. Social Studies

- ix. Creative Arts Expression
- x. Music and Movement
- xi. Sensory Experiences

b. Lessons and Activities

- i. Individual Activity
- ii. Small Group Activity
- iii. Large Group Activity
- iv. Learning Centers

c. Creating Activities and Lesson Plans

- i. Written Lessons
 - 1. Standards, Goals, Objectives, Outcomes
 - 2. Concept Statement
 - 3. Motivation
 - 4. Materials
 - 5. Steps: Process, Conclusion, Transition
 - 6. Follow-Up
- ii. Implementation of Activities and Lessons/Activities
- iii. Feedback

VI. Evaluations and Feedback

[Standard 6 Professionalism as an Early Childhood Educator]

a. Purpose of Evaluations and Feedback

- i. Types
 - 1. Self
 - 2. Mentor
 - 3. College supervisor
- ii. Feedback as a tool for growth
 - 1. Understanding constructive feedback

VII. Commitment and Growth

[Standard 6 Professionalism as an Early Childhood Educator]

a. Developing and Using a Portfolio

- i. What is a portfolio and why is it important?
- ii. Philosophy, resume & content
- iii. Required and recommended content
- iv. Guidelines for organization and presentation
- v. Using your portfolio effectively

b. Professional Development

c. Career Planning, Next Steps