

Preschool Teacher Internship

CHLD 270

This is a course designed to bring you much closer to both young children and to yourself. You will be participating in a seminar classroom setting examining the theory behind the practice and a hands-on, "let's see how it works" laboratory setting providing you the opportunity to practice what we preach. The experiences in lecture and lab are designed to complement and complete one another, but are individual in their application by each student. You have the opportunity to play a large role in your own education; learning-by-doing goes well beyond the preschool years. Working with young children is an experience of thought, feeling, action, and of others. We hope you will value your time this semester with us, with the children and their parents, and with one another.

Course Description:

Student teaching under the guidance of a Supervising Teacher at the Child Development Center at MiraCosta College or a Mentor Teacher in a designated community child development program. Course involves a 6-hour weekly practicum placement (2 days weekly, 3 hours each) and a one-hour weekly classroom seminar. Course content will address activity planning, instructional methods, guidance techniques, teacher-child relations, home-school communication, and professional development.

Advisory: Students must have successfully completed CHLD 109 (Child Behavior and Management) and CHLD 210 (Child in the Family). It is **strongly** recommended that students complete CHLD 105 (Program Planning) and CHLD 106 (Educational Materials) before participating in the Preschool Teacher Internship.

Course Objectives (from the teacher/learner perspective):

- To examine and further develop individual philosophical beliefs about the teaching-learning process in early childhood education.
- To be able to recognize and competently participate in a center-based quality child development program and learn to work effectively with a professional staff, with young children, and with their parents.
- To examine the contributions of both the physical and the interpersonal learning environments and their influence on the behaviors of both teachers and young children.
- To plan, implement, and evaluate developmentally appropriate activities, learning plans, and curriculum approaches within a quality child development program.

- To participate as required by program staff in ongoing observation and documentation of young children's activity and contribute to ongoing program planning activities.
- To examine career pathways in child development and early childhood education and develop an individual plan for personal professional development, including future career interests and job opportunities.

Course Requirements:

1. Field Placement. Students will be assigned to serve as student interns at the Child Development Center at MiraCosta College either two (2) mornings (9:00- 12:00) **or** for two (2) afternoons (1:00-4:00) per week. There is an option for placement with a Mentor Teacher in a designated community child development program (see course instructor for specific options).

As in all good teaching, preparation and clean-up are likely to require an additional time commitment at the beginning and end of each day and should be factored in to your placement. Your consistent participation is a crucial factor promoting both your individual and our program success.

NOTE: A record of your daily attendance in the practicum portion of the course will be kept throughout the semester. Please see your individual Supervising Teacher to sign-in and sign-out each and every day you work in the classroom.

2. Classroom Seminar. Students will meet weekly with the course instructor to discuss issues integral to the practicum placement. Focus will be given to the integration of prior learning in the field of child development with the practical and applied weekly experiences in the early childhood classroom. Students should anticipate spending approximately three (3) hours per week completing out-of-class assignments which may include preparing curriculum materials, classroom displays, and learning plans, developing bibliographies on specific topics, and/or readings relevant to the student-teaching experience.

NOTE: Throughout the course of the semester, students will gradually take on increasing levels of responsibility for supervision, lesson planning discipline and limit-setting, and overall classroom management. The goal of the student-teaching experience is to become an effective, contributing member of the classroom teaching team and a more competent early childhood professional.

3. Journal. To facilitate interaction with and feedback from both your supervising teacher and course instructor, you will be asked to keep a journal. Purchase a two-pocket folder and write your journal entries on loose-leaf paper. Record an entry for each day you participate. Leave wide margins so your course instructor has room for weekly comments. Hand in your folder

as scheduled at the weekly seminar. Your course instructor will review your journal entries and provide feedback on a regular basis.

Daily journal entries (1-2 pages) should include notations, questions, and comments about the development of individual children (first names only) and classroom teaching practices.

Try and include insights you may have about the connection between course information, readings, other classes, previous work experiences, and your practicum placement. Focus also on self-assessment of your behaviors as a teaching/learning adult in the classroom.

Focus questions on specific topics will be distributed weekly. These questions should help you apply course reading materials to the classroom situation at your field placement site and prepare you for class discussions.

4. Learning Plans. Each student is required to plan, implement, and evaluate a minimum of ten (10) classroom activities over the course of the semester (see schedule of completion). Activity areas will include Art (2), Dramatic Play (1), Music/Movement (1), Science/Math (1), Group/Circle Time (2), Table Games/Manipulatives (1), Cooking/Snack Prep (1) and Outside Environment (1).

You will be provided a format for the Learning Plan and will submit the plans to your supervising teacher at least one week in advance of implementation. Be sure to discuss your activity ideas with your Supervising Teacher before completing a written Learning Plan. Teachers will review the Learning Plans, comment, and return for any revisions before the activities are implemented with the children. Following implementation, each Plan will be evaluated by the student and submitted to the Supervising Teacher within a week of completion of the activity for further feedback. Your Supervising Teacher will schedule the dates and times of your individual activity implementations throughout the semester. All completed activity evaluations are to be included in your journal and submitted to the course instructor for final credit.

NOTE: Students will receive constructive feedback on all aspects of their Learning Plans (preparation, implementation, and evaluation) from their Supervising Teacher. A focus on process over product means that individual Learning Plans will not be graded.

5. Lead Teaching Day. Each student will plan, implement, and evaluate a day's session at the Child Development Center at MiraCosta College (or, if placed with a Mentor Teacher, a designated community child development program). You will plan activities for each of the classroom areas and serve as Lead Teacher for that day. All Lead Teaching Day plans are to be submitted to your Supervising Teacher for his/her review and approval at least two weeks in advance. You will complete a written evaluation of your

lead teaching experience (due within two (2) weeks of your scheduled Lead Teaching Day).

NOTE: Lead Teaching is required for consideration of a final grade of "A" for the semester. A student may elect not to complete a Lead Teaching Day, but cannot earn a final grade for the semester higher than a "B."

Selected Resources

Berk, L. (November, 1994). Vygotsky's theory: The importance of make-believe play. *Young Children*. 30-39.

Bloom, P.J. (1994). *A Great Place to Work: Improving Conditions for Staff in Young Children's Programs*. Washington, DC: NAEYC.

Bloom, P.J., Sheerer, M., & Britz, J. (1991). *Blueprint For Action: Achieving Center-Based Change Through Staff Development*. Mt. Rainier, MD: Gryphon House, Inc.

Bos, B. (1978). *Don't Move the Muffin Tins. A Hands-Off Guide to Art for the Young Child*. Roseville, CA: Turn-The-Page Press.

Bredekamp, S. & Copple, C. (Eds.). (1997). *Developmentally Appropriate Practice in Early Childhood Programs*. Washington, DC: NAEYC.

Bredekamp, S. & Rosegrant, T. (1993). *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children. Volume I*. Washington, DC: National Association for the Education of Young Children.

Bredekamp, S. & Rosegrant, T. (1995). *Reaching Potentials: Transforming Early Childhood Curriculum and Assessment. Volume II*. Washington, DC: National Association for the Education of Young Children.

Bronson, M. (1995). *The Right Stuff for Children Birth to Eight. Selecting Play Materials to Support Development*. Washington, DC: National Association for the Education of Young Children.

Carter, M., & Curtis, D. (1994). *Training Teachers: A Harvest of Theory and Practice*. St. Paul, MN: Readleaf Press.

Carter, M., & Curtis, D. (1996). *Reflecting Children's Lives: A Handbook for Planning Child-Centered Curriculum*. St. Paul, MN: Readleaf Press.

Carter, M., & Curtis, D. (2000). *The Art of Awareness: How Observation Can Transform Your Teaching*. St. Paul, MN: Readleaf Press.

DeVries, R. & Zan, B. (November, 1995). Creating a Constructivist Classroom Atmosphere. *Young Children*. 4-20.

Dodge, D., Colker, L., & Heroman, C. (2000). *Connecting Content, Teaching, and Learning*. Washington, DC: Teaching Strategies

Charner, K. (Ed.). (1993). *The Giant Encyclopedia of Theme Activities for Teachers*. Mt. Ranier, MD: Gryphon House.

Derman-Sparks, L. (1989). *Anti-Bias Curriculum. Tools for Empowering Young Children*. Washington, DC: National Association for the Education of Young Children.

DeVries, R. & Zan, B. (November, 1995). Creating a constructivist classroom atmosphere. *Young Children*. 4-20.

DeVries, R.H. & Kohlberg, L. (1990). *Constructivist Early Education: Overview and Comparison With Other Programs*. Washington, DC: National Association for the Education of Young Children.

Feinberg, S. & Mindes, M. (1994). *Eliciting Children's Full Potential. Designing and Evaluating Developmentally Based Programs for Young Children*. Pacific Grove, CA: Brookes/Cole.

Isbell, R. (1995). *The Complete Learning Center Book*. Beltsville, MD: Gryphon House.

Jones, E. & Nimmo, J. (1994). *Emergent Curriculum*. Washington, DC: National Association for the Education of Young Children.

Kostelnick, M. (May, 1992). myths associated with developmentally appropriate programs. *Young Children*. 17-23.

McCormick, L. & Feeney, S. (May, 1995). Modifying and expanding activities for children with disabilities. *Young Children*. 10-17.

National Association for the Education of Young Children. (1991, March). Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8: A position statement of NAEYC and the national association of early childhood specialists in state departments of education. *Young Children*. 51-59.

National Association for the Education of Young Children. (January, 1996). NAEYC position statement: responding to linguistic and cultural diversity recommendations for effective early childhood education. *Young Children*. 4-16.

Peterson, E. (1996). *A Practical Guide to Early Childhood Planning, Methods, and Materials. The What, Why, and How of Lesson Plans.* Needham Heights, MA: Allyn and Bacon.

Soto, L.D. (January, 1991). Understanding bilingual/bicultural children. *Young Children.* 30-36.

Spodek, B., & Brown, P. (1993). Curriculum alternatives in early childhood education: A historical perspective. In *Handbook of Research on the Education of Young Children*, Spodek (Ed.). Macmillan Publishing Company. 91-104.

Ward, C. (March, 1996). Adult intervention: Appropriate strategies for enriching the quality of children's play. *Young Children.* 20-25.