

I. CATALOG DESCRIPTION:

- A. Division: Science and Math
Department: Child Development/Education
Course Title: Elementary Laboratory: Introduction to Early Field Experience
Course I.D.: CD 293
Units: 3
Lecture: 2 Hours
Laboratory: 2 Hours
Prerequisite: EDU 290

- B. Catalog and Schedule Description:
This course offers supervised experience and participation in an elementary school setting for prospective elementary school teachers. Emphasis is on understanding the role of the elementary school teacher, instructional methods, aiding literacy, cooperative relationships with staff, parents, children and professional ethics of teaching. The enrollment in this class is limited to those students who have successfully obtained a Certificate of Clearance during EDU 290. This is a required class for all Liberal Studies/Education majors transferring to CSUSB seeking a teaching credential.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of this course, the students should be able to:

- A. Formulate and explain the teacher's role in the socialization of the school age child;
- B. Demonstrate an understanding of the teacher's role in socialization process of the school age child through appropriate teacher/student interactions in an elementary school setting;
- C. Identify basic theories of child growth and development and the appropriate application to the school age child (e.g. Physical, psychosocial, intellectual and moral development);
- D. Examine, assess and articulate some of the critical learning issues facing today's children;
- E. Observe and assess a classroom learning environment to include use of inside and outside space during supervised field experience;
- F. Design, implement and teach a literacy lesson for school age children;
- G. Demonstrate professionalism through the use of appropriate communication with child, staff and parents during supervised field experience in an elementary school setting;
- H. Identify and explain the relationship between child, family, school and the community;
- I. Assist in curriculum planning under the supervision of a mentor teacher in an elementary school setting;
- J. Record and reflect on personal experiences involving interactions with school age children in an elementary school setting;
- K. Create and teach an age appropriate literacy lesson during supervised field experience.

IV. CONTENT:

- A. Teaching as a profession
- B. Challenges to teaching
- C. Student diversity
- D. Rule, Rituals and Routines in Schools

- E. Instructional Planning
 - 1. Daily, weekly, monthly
 - 2. Acquiring needed materials
 - 3. Evaluation and assessment
 - F. Language arts and literacy
 - G. Moral and social development
 - H. Curriculum
 - 1. Physical Fitness
 - 2. Mathematics
 - 3. Social Studies
 - 4. The arts
 - 5. Science
- V. METHODS OF INSTRUCTION:**
- A. Guided observation of children in an elementary school setting
 - B. Lecture
 - C. Individual and Group participation in classroom activities
 - D. Assigned reading and written work
 - E. On-going support and assessment from mentor teacher and instructor
- VI. TYPICAL ASSIGNMENTS:**
- A. Guided observation working with children in an elementary school setting.
 - B. Mentor teacher and instructor assignments to include but not limited to:
 - 1. Development and implementation of curricular activities
 - 2. Child guidance/classroom management plan
 - 3. Developing a classroom schedule
 - 4. Across the curriculum ideas for a month, week, and day
 - 5. Observe a parent-teacher conference
 - 6. Literacy Development Project
 - C. Diversity project to include but not limited to:
 - 1. Prepare a multiple intelligences curriculum activity webbing
 - 2. Observe several children and assess them for their temperament and learning styles. Include a plan to suggest the best teaching strategies for these children
 - 3. Research and deliver an oral presentation on a particular cultural/ethnic group. Include a brief history, traditions, socialization, communication styles and familial patterns. Include suggestions for the best teaching and interaction strategies to be used with children and families in this group.
 - D. Beginning of a teacher portfolio to include representational samplings of prospective teacher's college work and work with children, to include a resume and personal philosophy statement
 - E. Authentic Assessment
- VII. METHODS OF EVALUATION:**
- A. Methods of evaluation will consist of components that demonstrate student's proficiency in course objectives. These include but are not limited to:
 - 1. Observation and journal reflections
 - 2. Instructor assignments
 - 3. Diversity Project
 - 4. Portfolio
 - 5. Group work (discussion and simulations)

San Bernardino Valley College
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- B. Frequency of evaluation:
 - 1. Weekly journal entries
 - 2. Diversity Project
 - 3. Portfolio
 - 4. Ongoing Mentor teacher and instructor assessment
 - 5. Observation assignments
- C. Sample group work discussion items:
 - 1. The principal has called you into her office to discuss a parent phone call she has received concerning a disruptive student. The parent has accused you of “picking” on her child. What do you bring to the conference in support of your classroom management plan?
 - 2. The bell has rung and your 3rd graders are still milling around the room, talking and ignoring the signal to be seated and begin class. What do you do?
 - a) Yell as loud as you can for everyone to be seated
 - b) Walk around the room and remind individual students that it is time to be seated and prepare for class to begin
 - c) Review beginning of class procedures once you have students seated
 - d) B and C
 - e) A and C

VIII. TYPICAL TEXTS:

Classroom Assessment and Learning by Margaret E. Gredler Longman, 1999, ISBN # 0-321-01335-2

The Cooperative Classroom by Lynda A.J. Baloche Merrill Prentice Hall, 1998, ISBN #0-13-360090

Your First Year of Teaching and Beyond 3rd edition by Ellen L. Kronowitz, ISBN # 0-8013-3069-6

Becoming a Teacher, 5th edition by F. Parkay, Allyn & Bacon/Longman Publishers, 2001, ISBN # 0-205-32449-5

Teachers, Schools, Society, 5th edition by Sadker/Sadker, McGraw Hill Publishing, 2000, ISBN # 0-07-228795-0

Working With School-Age Children by M. Bumgarner Mayfield Publishing, 1999, ISBN # 1-55934-948-4

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None