

*California Community Colleges Curriculum Alignment Project – CAP Transitional Kindergarten
Course Outline*

Full Title: Practicum – Student Teaching in TK Classroom

Short Title: PRAC-ST TEACH TK

Course Description:

Designed for students at the end of their Transitional Kindergarten certificate program, student teachers will participate in* XXX hours of supervised clinical practice in a transitional kindergarten classroom demonstrating developmentally appropriate teaching competencies, making connections between theory and practice and professional teaching behaviors, relationships with children and families, play-based approaches to teaching, learning, and assessment, knowledge of curriculum content areas will be emphasized as students design, implement and evaluate experiences.

Student Learning Outcomes

Students completing this course satisfactorily will be able to:

1. Use observational data as the basis for differentiated instruction.
2. Use self-assessment to inform changes in teaching strategies.
3. Visually document classroom learning.

Objectives

Students participating in this class will:

1. Use transitional kindergarten implementation guidelines and understanding of development and learning theories to select effective learning materials and experiences for children.
2. Analyze classroom space in terms of its effect on the behavior and interactions of children and teachers.
3. Plan, present and evaluate a variety of developmentally appropriate, play-based curriculum.
4. Use observational data to differentiate instruction.
5. Demonstrate professional and ethical teaching behaviors.
6. Assess personal teaching behaviors.

Recommended Preparation:

This is a capstone course and is recommended to be taken after all other TK certificate courses have been completed.

Lecture Topics:

- I. Professional teaching behaviors
- II. Developmentally appropriate practices
- III. Intentional teaching
- IV. Differentiated instruction
- V. Organization of space, time, materials, and child groupings
- VI. Utilization of classroom assistants
- VII. Positive interactions with children and adults
- VIII. Observations of children and routines as a basis for planning

- IX. Visual documentation of children's learning
- X. Self-assessment of teaching practices

Lab Content:

- I. Observation and analysis of professional teaching staff.
- II. Demonstration of professional and ethical conduct in the transitional kindergarten classroom.
- III. Supervised interactions and activities with transitional kindergarten children.
- IV. Participation in typical teaching and non-teaching activities.
- V. Use of observational data to plan differentiated instruction.
- VI. Use of assessment tools.
- VII. Reflection on personal teaching behaviors.

*Each college can put in the number of hours required.

Sample/Potential Assignments and Methods of Evaluation

<p>Writing Assignments Written self-reflection</p>	<p>Students will be evaluated on their ability to effectively analyze personal teaching behavior in a written self-reflection.</p>
<p>Problem Solving/Critical Thinking Assignments Written plans for differentiated instruction</p>	<p>Students will be evaluated on their ability to write plans for differentiated instruction based on observational data.</p> <p>Students will be evaluated on their ability to plan and implement, and evaluate developmentally appropriate transitional kindergarten curriculum.</p>
<p>Skills Assignments Anecdotal records and other observation reports.</p>	<p>Students will be evaluated on their ability to write accurate anecdotal records.</p>
<p>Other Assignments Interactions with children and classroom teachers. Typical teaching and non-teaching classroom activities.</p>	<p>Students will be evaluated on their ability to respond to various classroom situations in ways that recognize and support the individual child.</p> <p>Students will be evaluated on their demonstration of developmentally appropriate teaching practices in their supervised clinical practice setting.</p>