



CDE-148: SUPERVISED FIELD EXPERIENCE: STUDENT TEACHING

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

CDE - Child Development & Education

Course Number

148

Course Title

Supervised Field Experience: Student Teaching

Short Title

Spv Field Experience

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

2.00

Lab Units

2.00

Total Units

4.00

Hours

Lecture Contact Hours

32-36

Out of Class Hours Lecture

64-72

Lab Contact Hours

96-108

Out of Class Hours Lab

0.00

Total Contact Hours

128 - 144

Total Out of Class Hours

64 - 72

Total Student Learning Hours

192 - 216

Is this an existing Extensive Lab?

Yes

**Distance Education**

No

C-ID (Admin Only)

C-ID ECE 210

Catalog Description

This course provides a student teaching experience in which students plan, implement, and evaluate developmentally appropriate curriculum in a laboratory classroom setting under the supervision of CDE Faculty and Master Teacher within the laboratory setting. Students will prepare for the workforce by creating a professional portfolio and practicing interview skills. Students must complete a minimum of 100 hours of field experience in this course.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

CDE-103 (with a grade of C or better)

and CDE-125 (with a grade of C or better)

and CDE-147 (with a grade of C or better)

Other Enrollment Criteria**Other Enrollment Criteria**

Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Codes**TOP Code (CB 03)**

1305.00* - *Child Development/Early Care and Education

CIP Code

13.1210 - Early Childhood Education and Teaching.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Child Development/Early Childhood Education (Masters Required)	End

Learning Objectives

Learning Objectives

Learning Objective
1. Apply current research and theories on learning and development to plan experiences for young children.
2. Demonstrate developmentally appropriate, professional, and ethical practices in supervised early childhood classrooms.
3. Implement, and evaluate curriculum based on the needs and interests of young children.
4. Incorporate principles of the Universal Design for Learning into a variety of curriculum experiences.
5. Demonstrate how to provide a supportive learning environment for children's first- and dual-language acquisition, development and learning.
6. Interpret documentation and assessment data to design and refine learning experiences that advance each child's development.
7. Analyze the impact of the classroom environment and daily routines on children's behavior as a basis for planning.
8. Demonstrate how to adjust curriculum, environments, routines, and teaching strategies to meet the individualized needs of infants, toddlers, and preschool children.
9. Design strategies to prevent and address young children's challenging behaviors while fostering conflict-resolution skills.
10. Practice strategies for communication and collaboration with families and other adults in the classroom to support young children's development and learning.
11. Synthesize insights from student teaching to develop and evaluate teaching and collaboration strategies.
12. Demonstrate the ability to provide guidance and constructive performance feedback to other adults in the ECE setting.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will Design and implement curriculum and environments that are developmentally and linguistically-appropriate, engaging, and supportive of development and learning based on foundations of early childhood education and knowledge of individual children.
2. Students will Apply a variety of teaching strategies, manage the classroom, monitor children's development and learning, guide behavior, and use reflection on teaching practice to guide future planning.
3. Students will Demonstrate the skills of a professional teacher including effective communication, ethical practice, responsibilities to children and families, and commitment to ongoing professional development.

Content

Course Lecture Content

1. Theory to Practice
 - a. Developmentally, culturally, and linguistically appropriate practice
 - b. Current research related to children's development and learning
 - c. State and national standards
2. Professionalism and Ethics
 - a. The Role and Responsibilities of the Student-Teacher
 - b. Typical teaching and non-teaching activities in early childhood settings
 - c. Self-reflection and self-assessment
 - d. Ethical practices
 - e. Appropriate communication and interactions with supervising teacher, peers, children, and families
 - f. Positive dispositions of caring, support, acceptance, and fairness
3. Planning Instruction and Designing Learning Experiences-The Ongoing Curriculum Development Cycle
 - a. Observation
 - b. Planning
 - i. Based on observation
 - ii. Elements of a lesson plan
 - iii. In collaboration with others
 - c. Implementation

-
- d. Developmentally appropriate practices
 - i. Variety of strategies
 - ii. Intentional teaching
 - iii. Teachable moments
 - iv. Child-initiated and teacher-directed interactions
 - v. Focused conversations
 - vi. Flexibility
 - 4. Reflection and Evaluation
 - a. Reflection on the experience
 - b. Adaptations for multiple reasons
 - c. Incorporated into future planning
 - 5. Documentation
 - a. Purpose
 - b. Types
 - 6. Teaching in the Content Areas
 - a. The use of teachers' discipline-based knowledge in the content areas
 - b. Supporting children's content learning and developing skills
 - c. Key content appropriate for young children as contained in the California Infant/Toddler and Preschool Foundations and Curriculum Frameworks:
 - i. Social and Emotional Development
 - ii. Language and Literacy
 - iii. English Language Development
 - iv. Mathematics
 - v. Visual and Performing Arts
 - vi. Physical Development
 - vii. Health
 - viii. History-Social Sciences
 - ix. Science
 - x. Integration of content areas across the curriculum
 - 7. Environments for Teaching and Learning
 - a. Use of space and floor plans indoors and out
 - b. Equipment and material selection
 - c. Instructional technology
 - d. Routine and schedule
 - e. Effects of floor plans and routines on children's behavior
 - 8. Classroom Management
 - a. Guidance
 - i. Developmentally appropriate expectations
 - ii. Proactive/preemptive guidance strategies
 - iii. Interactions and positive interventions
 - iv. Cultural perspectives on guidance
 - v. Challenging behaviors
 - vi. Conflict resolution
 - b. Additional Management Aspects
 - i. Staffing and scheduling
 - ii. Effects of outside factors
 - c. Family Engagement
 - i. Home school relationships
 - ii. Respectful communication
 - iii. Supporting home language
 - iv. Partnering with parents to support children's learning
 - v. Preparing for parent conferences
 - 9. Developing as a Professional Educator
 - a. Professional portfolio
 - b. Reflective analysis of teaching experiences through an equity lens
 - c. Qualifications and standards for teachers in California:

- d. Title 22
- e. Title V
- f. Commission on Teacher Credentialing Teaching Performance Expectations (TPEs)
- g. Career Ladder
 - i. Professional development
 - ii. Advocacy for children and best practices
 - iii. Professional responsibilities for the learning outcomes of all children
 - iv. Skills for working with other adults:
 - 1. Co-plan and co-teach with others
 - 2. Supervision of others in the classroom such as aides and parents
 - 3. Constructive performance feedback to adults

Course Lab Content

- 1. Teaching Activities and Planning
 - a. Core Teaching Responsibilities
 - b. Perform typical teaching and non-teaching activities
 - c. Observe children as a basis for planning
 - d. Document learning and developmental outcomes
- 2. Curriculum Development
 - a. Plan and implement curriculum based on observation and assessment
 - b. Design learning experiences for key content areas
 - c. Integrate skills across the curriculum
- 3. Implementation and Teaching Strategies
 - a. Learning Environment Management
 - i. Utilize physical space effectively
 - ii. Select and arrange materials and equipment
 - iii. Establish supportive routines
 - b. Instructional Approaches
 - i. Demonstrate various teaching strategies
 - ii. Implement differentiated learning experiences
 - iii. Support first and/or second language acquisition
 - iv. Set developmentally-appropriate behavioral expectations
- 4. Professional Practice
 - a. Collaboration and Growth
 - i. Contribute effectively to the teaching team
 - ii. Use reflection for continuous improvement
 - iii. Adjust teaching approaches, plans, and environment
- 5. Professional Standards
 - a. Demonstrate ethical practices
 - b. Maintain professional conduct
 - c. Students must complete minimum of 100 hours of field experience for licensure.

Methods of Instruction

Method

Discussion

Integration

Discussions will be used to analyze the role of a high-quality early childhood professional with regards to interactions with families, staff relations, and professional ethics

Method

Homework

Integration

Completing Learning Activities and Lessons for implementation in the classroom with children.



Method

Individualized coaching

Integration

To provide analytical thinking opportunities, there will be reviews of mentor teacher and college instructor observations and assessment of student planning and curriculum implementation, and teaching performance within the lab school and/or mentor site.

Method

Lab Activities

Integration

Group reflection on laboratory experience and focused reflections for students to engage in problem solving and application of responsive and inclusive teaching practices.

Method

Lecture

Integration

Lectures on intentional teaching, anti-bias curriculum, application of child development theories to curriculum planning and teaching practices, how to assess environment versus children, and the importance of integrating the whole child

Methods of Evaluation**Method**

Class Participation

Integration

Participation and contributions to discussions and activities about student teacher learning competencies which will demonstrate the student's ability to communicate, guide and teach effectively.

Method

Homework

Integration

Homework assignments will include competencies that will demonstrate the students' ability to plan, implement and evaluate thematic and emergent curriculum.

Method

Portfolios

Integration

Homework assignment, which will require the preparation of a Professional Development Portfolio representing all elements required for a successful interview presentation.

Method

Projects



Integration

Lab classroom project where student will demonstrate effective and developmentally appropriate planning, scheduling, implementation, and evaluation of teaching performance. CDE Faculty and Master Teacher to assess student teaching competencies, activities and products.

Method

Quizzes and exams

Integration

comprised of multiple-choice, short answer, or essay questions designed to determine whether or not the students comprehend the connection of theory to effective teaching strategies.

Method

Self-Evaluation

Integration

Self-evaluation using the same method as the Master Teacher which demonstrates the student's ability to apply essential teaching skills and to utilize self-evaluation techniques to enhance teaching ability.

Method

Other

Integration

Students maintain a journal connecting fieldwork to theory, analyzing how diversity, equity, and inclusion appear in their observations and teaching. Entries are evaluated for critical reflection, application of theory, and self-assessment.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Analyze real-world teaching scenarios reading and using the NAEYC Code of Ethical Conduct to identify ethical responsibilities and professional decision-making in early childhood education. After reading the NAEYC Code of Ethical Conduct (www.naeyc.org), work in small groups to analyze assigned case studies presenting ethical dilemmas related to children, families, colleagues, or communities. Each group will discuss and apply at least two relevant NAEYC principles to justify a professional response, then prepare a brief summary outlining the dilemma, the ethical principles applied, and their recommended course of action. Groups will present their findings in a class discussion, comparing perspectives and solutions with peers.

Assignment Type

Writing

In-class and/or outside of class

In-class



Formative or Summative

Summative

Assignment

Reflect on your growth as educators by revisiting previously written teaching philosophy, updating it with new insights, and integrating their learning into a final comprehensive philosophy statement. Consider how experiences, coursework, and fieldwork have shaped perspectives on teaching and learning. Update your philosophy by incorporating key concepts from this course, such as child development theories, culturally responsive teaching, ethical responsibilities (NAEYC Code of Ethics), and developmentally appropriate practices. Final version of the teaching philosophy approximately 2 pages and concisely, articulate your core beliefs and instructional approach.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Create a professional website portfolio using a platform any platform to demonstrate your ability to design and implement developmentally appropriate lesson plans. The portfolio should include an introduction with your teaching philosophy, at least three detailed lesson plans, reflections or media showcasing lesson implementation, and a section on professional growth. This project will be assessed on organization, clarity, lesson quality, evidence of implementation, and effective use of digital tools.

Course Materials

Textbooks

The Future of Early Childhood Education: David Pérez-Jorge, Eva Ariño Mateo, Miriam Gonzalez Afonso, and Sara Rodríguez Hall 2024 ISBN 978-1-68507-004-5

Other Resources

Desired Results Developmental Profile, California State Department of Education. Available at:<http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>: This is the state of California Standard Curriculum

Open Educational Resources

We created a ZTC course with Open educational materials embedded within the course.

Class Size Information

Class Size

24

Class Size Category

J - Specialty lab

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Students learn to observe and document children's development through a culturally responsive lens while creating curriculum that reflects diverse family structures, cultures, languages, and gender expressions. The course emphasizes anti-bias teaching practices, including selecting inclusive materials, using culturally sensitive communication strategies with families, and designing learning environments that represent all children

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course promotes equity by integrating culturally responsive teaching, trauma-informed practices, and universal design for learning through differentiated assignments, multimodal instruction, competency-based evaluation, diverse course content, and inclusive interactions, ensuring all students can engage meaningfully and apply their learning in diverse early childhood settings.

Interactions

Explain how the course will incorporate student-to-student interaction.

The course fosters student interaction through peer discussions on lesson planning and field experience reflection, group projects, case studies on teaching scenarios, role-playing, and collaborative feedback on practicum experiences, building a supportive learning community and enhancing teamwork in diverse early childhood settings.

Explain how the course will incorporate instructor-to-student interaction.

The course will incorporate instructor-to-student interaction through regular office hours, timely feedback on assignments, and personalized support during peer reviews and group projects on case scenarios utilizing NAEYC code of Ethics. The instructor will facilitate discussions, provide guidance on practicum challenges, and offer individualized coaching to help students apply course concepts in diverse early childhood settings. Additionally, the instructor will create opportunities for one-on-one check-ins to address specific learning needs and ensure ongoing engagement.

Explain how the course will incorporate student-to-content interaction.

The course fosters student-to-content interaction through hands-on practicum experiences, case studies, interactive discussions, multimedia resources that meet accessibility requirements, and application-based projects, enhancing critical thinking and real-world application in early childhood settings.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course promotes student-to-self interaction through reflective journals, self-assessments, and guided reflections on practicum experiences. Students will evaluate their growth, challenge biases, and connect course concepts to their teaching practices, fostering metacognitive awareness and professional development.