



CFS 299 - Transitional Kindergarten Reflective Practice Seminar Course Outline

Approval Date: 05/12/2022

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000632749

Discipline(s) EarlyChildhood Education

Division Career Education and Workforce Development

Subject Area Child Family Studies

Subject Code CFS

Course Number 299

Course Title Transitional Kindergarten Reflective Practice Seminar

TOP Code/SAM Code 1305.00 - Child Development* / C - Occupational

Rationale for adding this course to the curriculum Dev. to meet exigent circumstances for TK in school districts and the requirement for early education class and the projection that 10000 teachers will need the classes.

Units 2

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 36.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 72.00

Total Contact Hours 36

Total Student Hours 108

Open Entry/Open Exit No

Maximum Enrollment 15

Grading Option Letter Grade or P/NP

Distance Education On-Campus
Mode of Instruction Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course is designed for teachers working in, or preparing to work in, a transitional kindergarten. It is designed for individuals currently working with young children. Students will engage in the reflective practice cycle process. Students will use a variety of instructional strategies, including purposeful play, to assess and support children's learning and development. This course is intended to be a capstone course.

Schedule Description

SECTION D

Condition on Enrollment

- 1a. **Prerequisite(s):** *None*
- 1b. **Corequisite(s):** *None*
- 1c. **Recommended:** *None*
- 1d. **Limitation on Enrollment:** *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Implement the cycle of reflective practice.
- B. Critically assess one's teaching experiences to guide and inform practice.
- C. Select, apply, and evaluate a variety of instructional strategies, including purposeful play, to support students' learning and development.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Describe the purpose and process of reflective practice.
- B. Conduct self-assessment on multiple areas of teaching and practice.
- C. Select and apply various teaching and classroom management strategies to classroom situations based on self-assessment, theory, and research.
- D. Evaluate the outcomes of selected strategies and re-assess practices to guide future planning.
- E.

3. Course Content

I. Definition of Reflective Practice

A. Principles

1. Reflecting to improve teaching

2. Reflecting to improve professional growth
3. Reflecting to strengthen relationships with students, families, and colleagues

B. Process

1. Concrete experiences
2. Observation and reflection
3. Formation of concepts and generalizations
4. Testing concepts in new situations

II. Cycle of Reflective Practice

A. Self-Assessment on topics such as:

1. Teaching philosophy
2. Instructional practices
3. Curriculum and material selection
4. Interactions
5. Environment
6. Schedule, routines, and transitions
7. Strategies for family involvement
8. Building community in the classrooms
9. Assessment
10. Classroom management
11. Communication skills
12. Professional behaviors

13. Inclusion of diverse perspectives

14. Equity and inclusion

B. Planning based on:

1. Self-assessment and reflection

2. Theory and research

3. Individual needs and experiences of students

C. Implementation

1. Selecting and applying strategies

2. Reflection on outcomes

D. Re-Assessment: beginning the cycle again

4. Methods of Instruction:

Critique:

Discussion: Students will engage in group discussions based on their self-reflective process and plans for change.

Lecture: Instructor will explain the reflective practice cycle.

Projects:

Online Adaptation: Discussion, Individualized Instruction, Journal, Lecture

Explain how the online adaptation of the methods of instruction aligns with the course

outcomes: This is a class that requires students to engage in a self reflective practice relative to their own teaching, and then discuss their success and areas of struggle with their classmates. This is easily adapted to online education using discussion features in Canvas.

4. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Quizzes --

Portfolios -- Students will complete an action research project to demonstrate the ability to reflect on the learning environment and identify one element to develop; use current research to supports changes in the learning environment; and plan, implement, and evaluate an intervention (a change in practice).

Papers -- Students maintain a journal incorporating the influence of self-reflection to demonstrate their understanding on how to improve classroom planning and instruction, and direct work with children and their families.

Letter Grade or P/NP

5. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

- A. Reading Assignments
Read Chapter 1 - Examining Your Values.
- B. Writing Assignments
Complete a daily written journal reflecting on your teaching practice.
- C. Other Assignments
Complete a case study demonstrating how to observe and assess an individual child to identify developmental needs, plan and implement an appropriate experiences to address those needs, and re-assess the child to evaluate the effectiveness of the plan.

6. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Curtis, D., M. Carter, D. Lebo, W. Cividanes
Title: Reflecting in Communities of Practice: A Workbook for Early Childhood Educators
Publisher: Redleaf Press
Date of Publication: 2013
Edition:

Book #2:

Author: Curtis, D
Title: Really Seeing Children
Publisher: Exchange Press
Date of Publication: 2017
Edition:

B. Other required materials/supplies.