

Crosswalk: Practicum – Field Experience

CAP Course Content	Resource found in: EarlyEdU Online Course	Resource found in: EarlyEdU In-Person Course
1. Theory to practice		
a. Developmentally, culturally, and linguistically appropriate practices	EIE1/OL Session 4 Being Sensitive to Children’s Needs EIE2/OL Session 7 Instruction Interactions	BTL/IP Session 8 Jigsaw: Important Leaders in the History of Early Childhood Education
b. Current research		LDM/IP Session 2 Views on Digital Media Usage LDM/IP Session 3 Effectiveness of Digital Media BTL/IP Session 9 Contemporary Issues and Trends BTL/IP Session 8 ECE Field: An Evolving History
c. State and national standards		BTL: Session 5 Standards in Early Childhood Education
2. Curriculum		
a. Written lesson plans		
b. Adaptations for multiple reasons such as children with diverse abilities, learning styles, and temperaments, and teachable moments	EIE1/OL Session 4 Being Sensitive to Children’s Needs	HITL/IP Session 7 Curriculum Modifications - An Introduction HITL/IP Session 8 Curriculum Modifications Con’t HITL/IP Session 9 Support Strategies HITL/IP Session 10 Planning for the Individual Child HITL/IP Session 11 Creating and Using the Activity Matrix HITL/IP Session 12 Creating Learning Opportunities and Embedding Teaching
c. Ongoing curriculum development cycle	CGK/OL Session 13 The Teacher’s Role: Observation and Assessment CGK/OL Session 14 The Teacher’s Role: Planning	IT/IP Session 4 Seeing, Planning, Doing, and Reflecting IT/IP Session 5 Intentional Teaching as a Process IT/IP Session 6 Applying ITF Part 1 IT/IP Session 7 Applying ITF Part 2 IT/IP Session 8 Bringing It All Together EIE/IP Session 6 Following the Child’s Lead
i. Observation	CGK/OL Session 13 The Teacher’s Role: Observation and Assessment	BTL/IP session 4 Writing Objective and Specific Observations
ii. Planning	CGK/OL Session 14 The Teacher’s Role in Planning	
iii. Implementation		
iv. Evaluation		DLL/IP Session 4 Screening and Assessment of DLLs

		<p>HITL/IP Session 3 Individual Education Programs (ISPs) and Individual Family Service Plans (IFSP)</p> <p>HITL/IP Session 14 Ongoing Child Assessment - Children with Disabilities</p>
v. Documentation		<p>EIE/IP Session 13 Providing Feedback</p>
d. Authentic assessment and documentation		
i. Common tools		
ii. State and federal requirements		
e. Content areas		
i. Language	<p>EIE2/OL Session 4 Support Language Development</p> <p>EIE2/OL Session 10 Effective Interactions and Early Language and Literacy</p>	<p>EIE/IP Session 12 Supporting Language Development</p> <p>DLL/IP Session 1 Frameworks and Foundations</p> <p>DLL/IP Session 2 First and Second Language Development</p>
ii. Literacy	<p>EIE2/OL Session 4 Support Language Development</p> <p>EIE2/OL Session 10 Effective Interactions and Early Language and Literacy</p>	<p>DLL/IP Session 5 Language and Literacy</p> <p>EIE/IP Session 12 Supporting Language Development</p>
iii. Math	<p>CGK/OL Session 5 Introduction to Early Mathematics</p> <p>CGK/OL Session 6 Early Math: Number Concepts</p> <p>CGK/OL Session 8 Mathematizing</p> <p>CGK/OL Session 1 What is Cognition?</p> <p>CGK/OL Session 7 Geometry, Spatial Sense, and Measurement</p>	<p>LDM/IP Session 5 Using Digital Media in Math and Science Learning</p> <p>CGK/IP Session 1 Course Introduction, Reasoning, and Problem Solving</p> <p>CGK/IP Session 2 Symbolic Representation</p> <p>CGK/IP Session 3 Introduction to Math</p> <p>CGK/IP Session 4 Mathematics; Number and Operation</p> <p>GCK/IP Session 5 Geometry, Spatial Sense, and Measurement</p> <p>CGK/IP Session 6 Mathematizing and “Talk Moves”</p> <p>CGK/IP Session 7 Play and Interactions that Support Math Learning</p> <p>CGK/IP Session 8 Mathematics Observation and Assessment</p> <p>CGK/IP Session 9 Planning for Mathematics Throughout the Day</p> <p>CGK/IP Session 10 Reflections and Connections for Mathematics</p>

<p>iv. Science</p>	<p>CGK/OL Session 9 Introduction to Early Science CGK/OL Session 10 How Do Young Children Learn Science? CGK/OL Session 12 Science Lesson Examples: Reflection, Revision, Assessments CGK/OL Session 1 What is Cognition? CGK/OL Session 11 Science Domains</p>	<p>LDM/IP Session 5 Using Digital Media in Math and Science Learning CGK/IP Session 11 Introduction to Science CGK/IP Session 12 Science Skills and Practices CGK/IP Session 13 Science Content Domains and Big Ideas CGK/IP Session 14 Instructional Environment and Practices</p>
<p>v. Social Studies</p>		
<p>vi. Visual and performing arts</p>		
<p>vii. Integration of content areas across curriculum</p>		
<p>f. Environment for teaching and learning</p>		<p>DLL/IP Session 7 Appropriate Classroom Environments</p>
<p>i. Physical environment</p>	<p>PBS/OL Session 3 Creating Supportive Environments PBS/OL Session 4 Schedules, Routines and Transitions EIE1/OL Session 2 Engaging Environments and the Role of Observation EIE1/OL Session 3 Foster Connections EIE1/OL Session 11 Well-Organized Classrooms - Bringing It All Together</p>	<p>EIE/IP Session 2 Importance of Engaging Environments</p>
<p>ii. Routine and schedule</p>	<p>EIE1/OL Session 9 Provide Schedules and Routines</p>	<p>EIE/IP Session 8 Providing Schedules and Routines HITL/IP Session 6 Assessing and Strengthening the Foundation Part 2 Classroom Schedule , Routines, Transitions</p>
<p>iii. Material selection</p>		
<p>iv. Positive interactions with children and adults</p>	<p>EIE1/OL Session 1 Course Introduction EIE1/OL Session 4 Being Sensitive to Children’s Needs</p>	<p>EIE/IP Session 3 Importance of Engaging Interactions EIE/IP Session 7 Fostering Positive Classroom Behavior DLL/IP Session 6 Adult-child Interactions to promote Literacy</p>
<p>g. Family involvement in early childhood programs</p>		<p>DLL/IP Session 9 Partnering with Families EIE/IP Session 6 Following Children’s Lead BTL/IP Session 10 Cultural Autobiography: A Critical Reflection Assignment FE/IP Session 2 Factors Affecting Families FE/IP Session 10 Families Experiencing Trauma</p>

3. Typical teaching and non-teaching activities in early childhood settings		EIE/IP Session 15 Intentional Teaching
4. Professional and ethical teaching		
a. Student teaching		
b. Self-reflection and self-assessment	RWE/OL Session 4 Values Clarification and Commitment	BTL/IP Session 2 Build on Personal Strengths to Develop Professionally BTL/IP Session 4 Practice in Professional Learning Communities BTL/IP Session 4 Are You A Reflective Teacher?
c. Advocacy		BTL/IP Session 9 Get Involved in the Early Childhood Education Profession DLL/IP Session 10 Being an Educator-Advocate
d. Qualifications for teachers in California		
i. Career Ladder		
ii. Professional development		BTL/IP Session 5 ECE Professionalism BTL/IP session 2 Professional Identity and Career Goals BTL/IP Session 13 S.M.A.R.T. Goals

Crosswalk Key for Practicum:

Abbreviation	EarlyEdU Course Name	EarlyEdU Format	EarlyEdU Classification
BTL/IP	Becoming a Teacher Leader	In-Person	Foundational
CGK/OL	Cognition and General Knowledge	Online	Practice-based
CGK/IP	Cognition and General Knowledge	In-Person	Practice-based
DLL/IP	Supporting Children who are Dual Language Learners	In-Person	Practice-based
EIE1/OL	Engaging Interactions and Environments	Online	Practice-based
EIE2/OL	Instructionally Supportive Classrooms and Effective Teaching Across the Day	Online	Practice-based
EIE/IP	Engaging Interactions and Environments	In-Person	Practice-based
HITL/IP	Highly Individualized Teaching and Learning	In-Person	Practice-based
LDM/IP	Learning with Digital Media in Early Childhood	In-Person	Practice-based
PBS/OL	Positive Behavioral Support for Young Children	Online	Practice-based
RWE/OL	Resilience and Wellness for Educators	Online	Foundational



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