

Originally created by J. Silver/ Taught by Prof. Beltrán

"Early Childhood: Principles and Practices"

WELCOME TO CHILD DEVELOPMENT 2!

You have chosen a course that will give you the opportunity to deepen your understanding of the field of early childhood education, and the role that it plays in the lives of young children and their families. Together we will read, discuss, share, observe and analyze the issues that influence the early childhood experience, and discover the importance of the teacher's role in program quality.

Childhood is a journey, not a race.....

COURSE DESCRIPTION: (3 units)

The student will explore the history of early childhood education as well as current philosophies and practices. Early Childhood programs will be observed and examined in relation to the needs of the child, the arrangement of the environment and the role of the teacher.

STUDENT LEARNING OUTCOMES:

1. Compare the various types of early care and education programs available in California with regard to funding, curriculum and philosophy. (evaluation: exam question)
2. Evaluate the quality of early childhood classrooms based on observations and application of professionally recognized standards. (evaluation: observations of programs)
3. Analyze the qualities and practices of an early childhood teacher necessary to meet the developmental needs of young children. (evaluation: exam question)

COURSE OBJECTIVES:

These objectives will enable the student to:

1. Describe the requirements and professional responsibilities of a teacher
2. Compare the different types and philosophies of early childhood programs in California
3. Identify and describe the relationships, environments and experiences necessary for a quality program
4. Examine various quality assessment tools used to evaluate quality early childhood programs
5. Design techniques of observing and evaluating programs.
6. Examine the curriculum elements necessary to support the physical, social, emotional, cognitive and creative development of the child including modifications to meet special needs.
7. Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community
8. Select teaching techniques and practices that demonstrate respectful support of the child's family, home, community and culture.
9. Analyze the relationship between observation, planning, implementation and assessment in developing best practices in early childhood education.

The following information will support your success in the course:

My Contact Information: Office is CCDS

Webpage: <http://www.lamission.edu/~beltray>

Phone: 818--364--7600 Ext: 4589 OR 818-892-7100

Office Hours: Tue & Thur: 12:10 - 12:45 In
CLASSROOM

E--Mail: beltray@lamission.edu OR
office@thelanguagegrove.com

Student Resources at Los Angeles Mission College

Child Development Student Resource Center: For appointments and information call 818--364--7600 ext. 7123 or email CDSRC@lamission.edu

LAMC Bookstore: For hours of operation, book availability, buybacks, and other information call 818--364--7798 or 364--7768 or visit: <http://www.lamissionbookstore.com/>

Counseling Department: For appointments and information call 818--364--7655 or visit <http://www.lamission.edu/counseling/>

Disabled Students Programs and Services: For appointments and information call 818--364--7732 or visit <http://www.lamission.edu/dsps/>

Extended Opportunity Programs and Services: For appointments and information call 818--364--7645 or visit <http://www.lamission.edu/eops/>

Financial Aid: For information and applications call 818--364--7648 or visit <http://www.lamission.edu/financialaid/> **Library:** For information on library hours, resources, workshops, and other services contact 818--364--7105 or 364-- 7106 or <http://www.lamission.edu/library/>

Tutoring Services in Learning Center: Laboratories for Learning, Writing, Math & Science. Walk--in and appointment services offered. Call 818--364--7754 or visit www.lamission.edu/learningcenter

Assignment Requirements:

All assignments must be typed or neatly hand written in ink on one side of the paper only. Assignments should be submitted with all pages stapled together. Please do not use folders.

Attendance and Participation:

Your class attendance and participation are very important, and will influence your grade. I will call attendance at the beginning of each class. If you come in late, please come and see me at the break or after class. After the first absence, 15 points will be deducted for each absence.

Late Work:

Occasionally something occurs that prevents an assignment from being submitted on time. If this has been discussed in advance, there is no penalty, however if work is submitted late without a previous agreement with me, your grade for that assignment will be lowered. If an assignment is not submitted at all, it will be counted as a "0".

Special Needs:

If you have an identified special need and would benefit from modifications or additional support, please come and see me after the first class to introduce yourself and discuss accommodations necessary for your success.

Important Message!!!

The most important measure of your progress is your own growth and development throughout this class. We will be exploring many ideas and concepts related to the role of the teacher, and practices in an early childhood program. I am always available to meet with you to discuss questions, concerns, or simply your own ideas about the course. Please feel free to make an appointment, or to meet with me after class if you want or need extra help. We are partners in learning and I'm looking forward to an exciting semester together!

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Text Weissman and Hendrick. The Whole Child: Developmental Education for the Early Years. Columbus, OH: Merrill Pub. 2014, 10th edition
Silver, Collection of Handouts

WEE	DATE	TOPIC	ASSIGNMENT
1	AUG. 27	Introduction/The Teacher-Article 5/ The Animal School/"Where to Invade Next" Film	Chap. 1
2	AUG. 29	DAP- Types of Programs/Licensing	Chap. 1
3	SEP. 03	Types of Programs/Licensing	Chap. 2
4	SEP. 05	Quality Issues-Collaborating with Families/ Environments	Chap. 7
5	SEP. 10	Environments/Routines	Chap. 7
6	SEP. 12	Environments/Routines	Chap. 8/9
7	SEP 17	Physical and Emotional Development	<u>Observation 1 due</u> <u>Midterm Take</u> <u>Home</u> <u>Chapter 10</u>
8	SEP. 19	Development of social competence and Self Esteem/ <i>Midterm Part 2-</i> <i>In Class</i>	Chap. 10 <u>Midterm Exam</u> <u>Due</u>
9	SEP. 24	Social Development/Guidance/	Chap. 4/3/15
10	SEP. 26	Diversity Issues/Inclusion/Creativity/Play	Chap. 3/15
11	OCT. 01	Creativity/Play	Chap. 3,15, 16
12	OCT. 03	Creativity/Play/Becoming the Whole Teacher	<u>Observation 2 Due</u> <u>today/</u> <u>Presentations</u> <u>Next Week</u>
13	OCT. 8	Project Presentations	<u>Papers/Projects</u> <u>Due next week</u>
14	OCT. 10	Project Presentations	Final Exam Part 1- Take home

15	OCT. 15	Project Presentations	PART 1 OF FINAL EXAM DUE TODAY
16	OCT 17	FINAL EXAM - PART 2	You Did It!!!! Congratulations!

Child Development 2 GRADING INFORMATION Y.

There is always much interest, and occasionally some anxiety about the grading process, so it is important to understand the system at the beginning to alleviate any concerns!! In this class, you will have five pieces of work to submit -- each of which is worth 100 points for a total of 500 possible points. Your final grade will be determined by adding up the points earned for each assignment.

- A 450 - 500
- B 400 - 449
- C 350 - 399
- D 250 - 349
- F Below 250

The five assignments are as follows:

1. **Observation #1 “Physical Environment and Use of Space” - due Sep 17, 2019**
 You are required to visit a school/program to observe the physical environment, or in other words, how the space is set up both indoors and outdoors. A cover sheet is required as well as filling out a question form, both of which are available in the Collection of Handouts. You may work with a partner on this assignment, turn in one paper, and both students will receive the same grade.
One of your observations must be done at our LAMC Center or an Accredited site (see handouts for a list of sites.) Attach a copy of the grading rubric to your observation.
2. **Observation #2 “The Role of the Teacher” - due Oct 03, 2019**
 You are required to visit a different school to observe the role of the teacher while s/he is working with a group of children. Again, the assignment sheets are available in the Collection of Handouts. You may work with a partner on this assignment, turn in one paper, and both students will receive the same grade. *One of your observations must be done at our LAMC Center or an Accredited site (see handouts for a list of sites.) Attach a copy of the grading rubric to your observation.*
3. **Midterm Exam** *All submitted exams must be the student’s individual work. - Sep 19, 2019*
4. **Learning Center Presentation - - Oct 10 & 15, 2019**
 On your own, or with a small group, create and present a learning center that could be developed in an early childhood classroom. The presentation must include four parts:
 - A diagram of a classroom indicating the location of the learning center
 - A three--dimensional miniature model of the center itself indicating storage, equipment and materials
 - A kit of actual (not miniature) materials for one activity to be included in the center, and

- An oral and written discussion (3pages minimum) of the values of this particular center and activity must be included in the presentation.

5. **Final Exam** *All submitted exams must be the student's individual work.* - Oct 17, 2019

Grading Rubric for Observations (out of a possible 100 points)

Staple a copy of this to the back of both your first and second observations.

- 90 - 100** Cover page is complete
Philosophy, schedule and brochure are attached in required format All questions are answered using detailed descriptions
Presented neatly and clearly with proper spelling and grammar
Thoughtful and complete summaries and evaluations based on observations and reflection
- 80 - 89** Cover page is almost fully complete
Philosophy, schedule and brochure attached
All questions answered with many detailed descriptions
Presented neatly and clearly with attention to spelling and grammar
Thoughtful summaries and evaluations based on observations and reflection
- 70 - 79** Cover page has the majority of information required
At least partial requirements for philosophy, schedule and brochure are met Majority of questions are answered, many with detailed descriptions Presented with acceptable neatness, clarity, spelling and grammar Summaries and evaluations are included
- 50 - 69** Cover page has limited information
Philosophy, schedule and brochure may be missing Many questions are answered
Presented without acceptable neatness, clarity, spelling or grammar At least partial summaries and evaluations are included
- Below 50** Cover page may be incomplete
Philosophy, schedule and brochure may be missing
Many questions are answered incompletely or not at all Presented with a lack of neatness and clarity
Summaries and evaluations are missing, incomplete, or lack thought and reflection

Rubric missing - (lose five points)

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Fall 2019

Group Participants:

LEARNING CENTER GRADING (for your information only)

Please attach to your Learning Center with the names of all students in your group

Classroom Diagram: _____ / 20

Learning Center Model: _____ / 30

Activity Kit: _____ / 30

Organization: _____ / 10

Values: _____ / 10

Total: (out of 100) _____ / 100

Letter Grade: _____

COMMENTS: