

PRACTICUM IN CHILD DEVELOPMENT  
CHILD DEVELOPMENT 22 – Fall 2012

## COURSE DESCRIPTION: (4 units)

Prerequisites: Child Development 1, 2, 7 (or 4), 11, English 28; consent of the Instructor  
Lecture: 2 hours Laboratory: minimum of 6-8 hours per week for a total of 90 hours (TBA)

This course provides for the practical application of studies covered in the prerequisite courses. Students review basic principals of early childhood education and their application to developing appropriate group experiences for young children. This course also includes direct, supervised participation in a preschool, child development center or elementary school program.

## STUDENT LEARNING OUTCOMES:

As a result of taking this course, students will be able to:

1. Students will evaluate the effectiveness of an early childhood environment, the curriculum and teaching strategies to improve teaching practices.
2. Students will design, implement and evaluate curriculum activities based on observation and assessment of young children.
3. Students will apply a wide array of effective approaches, strategies and tools in developing relationships with children and colleagues.

## COURSE OBJECTIVES:

The educational objectives of this course are to enable the student to:

1. Examine understandings of children's development and needs to develop healthy, safe, respectful, supportive and challenging learning environments for all children.
2. Examine roles and expectations of a practicum student.
3. Create a developmentally appropriate learning environment for young children based on knowledge and understanding of developmental needs.
4. Design activities for children applying understanding of the multiple influences on development and learning.
5. Design, implement and evaluate developmentally appropriate, anti-biased curriculum activities based on observation and assessment of young children for all areas of Early Childhood curriculum
6. Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices.
7. Observe young children to evaluate and adapt lessons to meet individual needs.
8. Apply a wide array of effective approaches, strategies and techniques supporting positive relationships with children and colleagues
9. Apply Principles of Child Development, including play as learning and appropriate guidance techniques to interact with young children individually and as a group.
10. Critically assess one's own teaching experiences to guide and inform practice
11. Assume teaching and non teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom and develop persona of a professional educator.
12. Demonstrate professional and ethical skill as a member of a teaching team working with children, parents and colleagues.

**SPECIAL NEEDS:**

If any students have identified special needs and would benefit from modifications or additional support, please come and see me after class to introduce yourself and discuss accommodations necessary for your success.

OFFICE LOCATION: CCDS #211 - across the hall from this classroom!  
OFFICE PHONE: (818) 364-7714  
OFFICE HOURS: Tues: 2:00 – 4:00 Wed. 12:30 – 3:30  
E-MAIL: [silverjg@lamission.edu](mailto:silverjg@lamission.edu)  
WEBPAGE: [www.lamission.edu/~silverjg](http://www.lamission.edu/~silverjg)

**Student Resources at Los Angeles Mission College**

Child Development Student Resource Center: For appointments and information call 818-364-7600 ext. 3404

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](http://www.lamission.edu/learningcenter)

Aug. 28 Introduction

Assignment: Buy all books and handouts for next class!

Sept. 4 Getting Organized

Assignment: Bring your books and handouts to class today.

Arrange your volunteer placement (if needed) with Ms. Silver.

Sept. 11 Writing Logs/Learning Plans

For next week: Read Article: Twelve Characteristics of Effective Early Childhood Teachers.

Written assignment: In your own words, explain each one. Which of these areas do you think are your strengths? Which areas would you like to strengthen? How do you plan to do that?

Sept. 18 Developing Goals and Objectives

For next week: Read Article in Handouts: 10 Signs of a Great Preschool

Written assignment: Which of these learning centers are present in your classroom? Which of these centers are strengths in your program? Which could be improved? How?

Sept. 25 No Class (make an appointment with a tutor for a learning plan session)

Begin reading your text The Intentional Teacher. Focus on pages 10 – 22 and Best Practices. Look for signs in your classroom of best practices in action. Begin working on your first learning plan with your group and meet with a tutor to go over format and objectives.

Oct. 2 Learning Plans and the Intentional Teacher

For next week: Begin writing your logs. Your logs this week must be written each day you work with children. Refer to your book of handouts for ideas about writing logs.

Written assignment: Work on your first learning plan for next week.

Oct. 9 The Intentional Teacher (text book)

Learning plan due today!

For next week: Write daily logs.

Oct. 16 Learning Plans/Bulletin Boards

Written assignment: Daily logs

Reading assignment: Read the appropriate chapters of Developmentally Appropriate Practice Group 1 – Complete your bulletin board preparation to display next week.

Written Assignment: Work on your second learning plan.

Oct. 23 Developmentally Appropriate Practice

Second Learning Plan Due Today!

Bulletin Board Pres. due today - Group 1

For next week: Written assignment: Evaluate your classroom using the criteria in your DAP textbook. Choose two items under environment, two under activities, and two under relationships to make comparisons between your observations and the textbook.

Oct. 30 Learning Plan Presentations  
Presentations due today: Small group presentations of your learning plan including DAP.  
For next week: Written assignment: Daily logs  
Work on your third learning plan to turn in next week.

Nov. 6 Designing Curriculum Plans  
Third Learning plan due today!  
For next week: Written assignment: Choose one activity that you observed or prepared this week. Evaluate whether or not it was developmentally appropriate using three of the criteria in your DAP textbook for the age group of children with whom you are working. Describe the learning that was taking place. How do you know? What could you do to extend that learning?  
Reading Assignment: Read a professional article and write a brief summary as well as how it relates to what we are exploring together.

Nov. 13 Integrated Curriculum/Article Discussion  
Written assignment: Daily logs  
Work on your fourth learning plan for next week.

Nov. 20 Guidance in the Classroom: Meeting Diverse Needs  
Fourth Learning plan due today!  
For next week: Written assignment: Choose one child in your class that you believe requires individual attention. Observe this child during the week and write down anecdotal observations that support your thoughts. What modifications in the program and/or environment would support her/his needs? What will you do?  
Reading assignment: Read a professional article and write a brief summary as well as how it relates to what we are exploring together.  
Group 2 - - Complete your bulletin board preparation to display next week.

Nov. 27 Individual Meetings and Portfolio Reviews  
Bulletin Board Pres. due today - Group 2  
For next week: Written assignment: Write about the child you observed last week and describe any effects of the changes you have implemented. (e.g. changes in activities, environment, or changes in the way you relate to the child). Record your observations and your reflections.  
Complete your portfolio for next week.

Dec. 4 Portfolio Presentations  
Portfolios due today!  
Written assignment: Year-end self-evaluation – Complete the form in your packet of handouts and submit it next week. Reflect on your growth as a teacher throughout the semester. What have been your most significant areas of growth? What areas will you continue working on next semester? How do you plan to do that?

Dec. 11 Field Work Issues/Sharing



This course provides for the practical application of studies covered in the prerequisite courses. Students review basic principals of early childhood education and their application to developing appropriate group experiences for young children. This course also includes direct, supervised participation in a preschool, child development center or elementary school program.

#### TEXTBOOKS:

- 1) Developmentally Appropriate Practices in Early Childhood Programs Serving Children Birth Through Age 8, Sue Bredekamp, Editor, NAEYC, 2009 Third Edition
- 2) Epstein, Ann The Intentional Teacher, NAEYC, Washington, DC; 2007
- 3) Collection of Handouts - Silver

#### REQUIREMENTS:

##### Supervised Field Experience:

at place of employment or volunteering for a minimum of 6-8 hours per week for a total of 90 hours per semester. To be arranged with instructor.

##### Weekly Writing Assignments:

Complete the writing assignments each week as described on your course syllabus. Pages must be turned in each Tuesday at the beginning of class.

##### Learning Plans:

(1) Learning plans must be submitted in the following nine areas (four each semester):

Language/Literacy

Math

Social Studies/Anti-bias

Physical/Motor

Circle Time (due in the spring semester)

Art

Music

Cooking

Science

2) At least one learning plan must be implemented with the children in your class while the instructor is visiting in the first semester, and at least two in the second semester. Written plans must be submitted in advance of the visit.

##### Group Presentations:

Small groups of three or four students will work together to present learning plans and/or issues each semester.

Bulletin Board/Counter Display:

Each group will design, display and present a bulletin board and counter display in the Child Development Classroom.

Half-Day Plan:

In the CD23 semester, you must develop and implement (if possible) a plan for the entire morning or afternoon depending on your Practicum placement. All aspects of the daily plan must be considered with time segments, activity descriptions, supervision responsibilities, and goals and objectives.

Annual Editions Reviews:

Each semester, a minimum of two articles will be assigned for review and discussion in class. Format to be arranged.

Professional Meeting:

Students must attend one professional meeting, conference, or workshop each semester. A written and oral summary is required. Staff in-service training at your school is not accepted.

Individual Conferences:

Individual and/or group meetings will be arranged between the student and the instructor to discuss teaching experience, progress, concerns, questions, etc. These will be arranged during class hours.

Portfolio:

An individual portfolio will be required from each student completing the Practicum classes. The portfolio will include, but not be limited to:

- statement of philosophy (CD22)
- resume (CD22)
- eight typed learning plans (four in CD22, four in CD23)
- visitation notes from instructor (two in CD22, two in CD23)
- degrees, certificates, awards, etc. (CD 22 and CD23)
- transcripts (CD22 and CD23)
- letters of reference (one each from a supervisor, a colleague and a parent)

Note: examples of projects, activities, papers, etc. may be included if you wish  
Portfolios are due December 2012 and May, 2013