#### PRACTICUM IN CHILD DEVELOPMENT

CHILD DEVELOPMENT 22 – Fall 2013

## **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) Supervised experience in a preschool, child development center, elementary school, special education center, or other early care and education setting. The student will relate all previous theory and curriculum courses to practical application in the classroom.

#### STUDENT LEARNING OUTCOMES:

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

- Evaluate the effectiveness of an early childhood environment, the curriculum and teaching strategies to improve teaching practices. (evaluation: written report)
- 2. Design, implement and evaluate curriculum activities based on observation and assessment of young children. (evaluation: learning plans and portfolio)
- 3. Apply a wide array of effective approaches, strategies and tools in developing relationships with children and colleagues. (evaluation: learning plans)

#### **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.
- 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.

- 13. Examine understandings of children's development and needs to develop healthy, safe, respectful, supportive and challenging learning environments for all children.
- 14. Evaluate and adapt lessons to meet individual needs of children in the class.

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: <u>silverjg@lamission.edu</u>

WEBPAGE: 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 or email <a href="mailto:cdsrc@lamission.edu">cdsrc@lamission.edu</a>
LAMC Bookstore: For hours of operation, book availability, buybacks, and other information call 818-364-7798 or 364-7768 or visit: <a href="http://www.lamissionbookstore.com/">http://www.lamissionbookstore.com/</a>

**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 <a href="http://www.lamission.edu/dsps/">http://www.lamission.edu/dsps/</a>
Extended Opportunity Programs and Services: For appointments and information call 818-364-7645 or visit <a href="http://www.lamission.edu/eops/">http://www.lamission.edu/eops/</a>
Financial Aid: For information and applications call 818-364-7648 or visit <a href="http://www.lamission.edu/financialaid/">http://www.lamission.edu/financialaid/</a>

**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

#### LOS ANGELES MISSION COLLEGE

#### **JANICE G. SILVER**

# CHILD DEVELOPMENT 22 Fall, 2013

#### Aug. 27 Introduction

Assignment: Buy all books and handouts for next class!

#### Sept. 3 Getting Organized

Assignment: Bring your books and handouts to class today.

For next week: Read <u>Early Childhood Field Experience</u> Chapter 1. Arrange your volunteer placement (if needed) with Ms. Silver.

Log into ETUDES, (www.myetudes.org), click on class discussions, and introduce

yourself!

## Sept. 10 Writing Logs/Learning Plans

For next week: Read Early Childhood Field Experience Chapter 2.

Written assignment: Read carefully Figure 2.3 (p. 29,30) In each of the four areas, identify at least one skill that is your strength and at least one skill that needs strengthening. How do you plan to develop each skill that you have identified as needing to be strengthened?

# Sept. 17 Developing Goals and Objectives

For next week: Read <u>Early Childhood Field Experience</u> Chap. 5 and Article in Handouts: 10 Signs of a Great Preschool

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

## Sept. 24 Learning Plan Development – by curriculum area

For next week: Begin reading your text  $\underline{\text{The Intentional Teacher.}}$  Focus on pages 10 - 22 and become comfortable with the idea of Best Practices. Look for signs in your classroom of best practices in action.

Read <u>Early Childhood Field Experience</u> Chap. 6. Write about your idea for your first learning plan. Why are you choosing it based on what you've learned from the readings this week? (quote from the books)

Begin working on your first learning plan. (you may meet with a tutor to go over format)

#### Oct. 1 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 wee

#### Oct. 8 The Intentional Teacher (text book)

Learning plan due today!

For next week: Write daily logs.

## Oct. 15 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. 22 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.

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. 5 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. 12 Integrated Curriculum/Article Discussion

Written assignment: Daily logs

Work on your fourth learning plan for next week.

#### Nov. 19 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. 26 *Individual Meetings*

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. Work on your portfolio for next week.

#### Dec. 3 Learning Plan 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. 10 Field Work Issues/Sharing

## **Grading Information**

Written Assignments
Learning Plans
Site Observations
Articles:
Presentations:

100 points
80 points
100 points
20 points
50 points

Participation/Attendance 50 points (15 points lost for each absence after the first)

Portfolio 50 points Evaluations 50 points

Total 500 points possible

## **CHILD DEVELOPMENT 22/23**

**Practicum Seminar** 

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) <u>Early Childhood Field Experience: Learning To Teach Well</u>, Browne and Gordon, Pearson, 2<sup>nd</sup> edition 2013
- 2) <u>Developmentally Appropriate Practices in Early Childhood Programs Serving Children</u>
  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 submitted online via ETUDES, or 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 Art
Math Music
Social Studies/Anti-bias Cooking
Physical/Motor Science

Circle Time (due in the spring semester)

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 a minimum of two learning plans or issues during 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.

#### **Parent/Community Event:**

Students must attend one event that is designed to develop partnerships between the school and the parents. A written and oral summary is required. (examples: Back to school day, parent conference, family event)

#### **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)

Professional development report (one in CD22, one in CD23)

Parent/community event report (CD22)

degrees, certificates, awards, etc.

transcripts

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 2013 and May, 2014**