

Los Angeles Mission College – Fall 2013
Child Development 22 – Practicum in Child Development 1
Tuesday's 6:50pm-8:55pm Section # 3085
Taught Bilingually – English & Spanish

Instructor: Ms. Patricia Rodriguez
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818-364-7670

STUDENT VISITING HOURS: I am available to meet with students the following hours & by appointment:

Monday's: 2:00-3:00pm

Tuesday's: 4:00-6:00pm

Thursday's: 3:00-6:00pm

Los Angeles Mission College Center for Child Development Studies Office #210

CLASS PREREQUISITES:

English 28 or ESL 8

12 Units in Child Development that apply to a Child Development Certificate:

Child Development Courses: 1, 2, 7 or 4, & 11

Health Examination; Verification of TB Test

Student must show proof of current negative TB test (Mantoux Test) or chest x-ray within the last two years. The Department of Social Services Child Care Licensing Division and the Department of Health require all individuals working with children in a paid or voluntary position to have a negative Mantoux test or chest x-ray every two years. (Title 22 101210)

Bring current unofficial transcripts to class of all completed course work.

Seminar: 2 hours

Laboratory: 6 Hours per week for a total of 90 hours

REQUIRED TEXT:

- ✓ Developmentally Appropriate Practice: In Early Childhood Programs, Serving Children Birth through Age 8 (3rd edition) - National Association for the education of Young Children
- ✓ The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning
By Ann B. Epstein
- ✓ To Teach Well: Pearson 2013.
- ✓ Collection of Handouts Compiled by Patricia Rodriguez

CATALOG COURSE DESCRIPTION: 4 Units

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 applications in the classroom.

COURSE OBJECTIVES:

As a result of completing this course, students will have an understanding of and be able to carry out the following tasks:

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 experience to guide and inform practice.
11. Assume teaching and on-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.

Student Learning Outcomes	College GE SLO	Assessment Method
<p>1. Students will evaluate the effectiveness of an early-childhood environment, a curriculum, and teaching strategies to improve teaching practices.</p> <p>2. Students will design, implement, and evaluate curriculum activities based on observation and assessment of young children.</p> <p>3. Students will apply a wide array of effective approaches, strategies, and tools in developing relationships with children and colleagues.</p>	<p>1. Written and Oral Communication</p> <p>2. Information Competency</p> <p>3. Problem Solving</p> <p>4. Ethics and values</p>	<p>1. Students will write weekly reflective logs, reflecting their understanding of and work towards best practices in the classroom setting.</p> <p>2. Students will develop and implement a lesson/learning plan reflecting objectives and support for each domain of development based on developmentally appropriate practice and child observation.</p> <p>3. Students will be observed by the practicum instructor and evaluated using a departmentally agreed upon rating scale.</p>

Detailed assignment information will be distributed in class during the course of the semester.

- ✓ **Visit the Child Development Student Resource Center for Academic Assistance.**
- ✓ **Proof read all your assignments before submitting.**

REQUIRED ASSIGNMENTS:

Supervised Field Experience

- ✓ Supervised Field Experience: At a place of employment or volunteering for a minimum of six hours per week, twice weekly. **A total of 90 hours per semester.**
- ✓ To be arranged with the instructor.

Daily log/Weekly Journal

- ✓ Keep a daily log, including comments and questions about your teaching experience.
- ✓ 1 page in length -typed and double spaced.
- ✓ These logs must be submitted each week.

In Class Reflective Writing

- ✓ A reflective question will be given at the beginning of each class session.
- ✓ Each week during the first 10 minutes of class, each student will write a brief reflective essay.
- ✓ The essay will allow students to reflect on the class session from the previous week.
- ✓ Reflective essays may only be submitted within the first ten minutes of class.
- ✓ Credit will be given based upon thoughtful reflection of the question given as well as on-time submittal.

Learning Plans

- ✓ Learning Plans must be submitted in the following eight areas
- ✓ Students will receive a Learning Plan Template to Follow.
- ✓ Visit the Child Development Student Resource Center for academic assistance.

Child Development 22

- Language
 - Math:
 - Social Studies/Anti-Bias
 - Physical Motor
 - Art
 - Music
 - Cooking
 - Science
-
- ✓ Four Learning Plans are due each semester :CD 22 & 23
 - ✓ Two learning plans must be implemented with the children in your class while the instructor is visiting in the first semester, and two in the second semester.
 - ✓ Written plans must be submitted before the visit
 - ✓ If the instructor does not observe the learning plans, they should be submitted after implementation in order to include an evaluation
 - ✓ Visit the Child Development Student Resource Center: Tutors are available to assist you

Group Presentations

- ✓ Groups will be assigned by the instructor
- ✓ Small groups of four students will work together to present a minimum of two learning plans during each semester
- ✓ We all learn from one another. Only by collaborating do we become open to other perspectives and experiences.
- ✓ Please be a responsible team player in supporting your group. It is important to be a team player by cooperating, giving each member a turn to contribute, and having equal responsibility.
- ✓ Active group participation is required.
- ✓ The process of doing this group work is a great value in learning.

Bulletin Boards

- ✓ Each group will design, display, and present a bulletin board in the child development classroom.

Reading & Writing Assignments

- ✓ Each semester, several articles will be assigned for review and discussion in class.
- ✓ Be sure to visit the tutors in the child development resource center for academic assistance with your written assignments.

Documentation: CD 23 Second Semester

- ✓ A documentation of children's learning must be created and presented in class for evaluation and discussion.
- ✓ Format and requirements will be discussed in class
- ✓ This assignment is due in the Spring Semester.

Professional Conference or Training

- ✓ Students must attend one professional meeting, conference, or workshop each semester.
- ✓ A written and an oral summary are required.
- ✓ Staff in service training at your place of employment is not accepted.
- ✓ Required: Proof of attendance in the form of receipt, certificate, or other document must be turned in.
- ✓ Submit a reflective essay describing your experience at the conference or training.

Individual Conferences

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

Portfolio: Students begin to compile the portfolio in CD 22.

- ✓ An individual portfolio will be required from each student completing the practicum classes.
- ✓ The Complete Portfolio is due at the end of the second semester: June 2013.
- ✓ The portfolio will include, but not limited to the following elements:
 - Statement of Philosophy
 - Current Resume
 - Eight typed learning Plans (four each semester)
 - Visitation notes from instructor
 - Degrees, Certificates, transcripts, etc.
 - Awards, Recognitions
 - Two or more Letters of Reference- from a professional contact
 - College Transcripts
 - Examples of projects, papers, etc. may be included if you wish.
 - Be as creative as you wish
 - Submit a portfolio that is professional and well organized

Evaluations

- ✓ Mid-Semester and End of Semester self-evaluations
- ✓ Supervising teacher/director evaluation

Participation

- ✓ Participation is mandatory
- ✓ Active participation in all aspects of the class is very important and will influence your grade.
- ✓ Be sure to exchange contact information with classmates. Call your classmates; find out what was discussed in class in case you must be absent from class.

Assignments turned in late

Occasionally something occurs that prevents an assignment from being submitted on time. If this delay has been discussed in advance, there is no penalty. However if work is submitted late without a previous agreement with the instructor, your grade for that assignment will be lowered.

Please help maintain our learning environment clean and organized. Make sure your work area is cleared after every class meeting. Thank you. Your efforts are greatly appreciated!

Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
8/27	Welcome & Introduction Practicum Placement Sites	Review Books & Syllabus Verification of Transcripts & TB Test
9/3	Becoming a Professional Teacher Curriculum	Logs
9/9	Developing Goals and Objectives Learning Plans	Written Assignment & Logs
9/16	Learning Plans/Bulletin Boards	Written Assignment & Logs
9/23	Developmentally Appropriate Practice	Learning Plan 1 Due Logs
10/1	Developmentally Appropriate Practice Intentional Teacher- Best Practices	Written Assignment & Logs
10/8	Learning Plan Presentations-Small Groups	Learning Plan 2 Due Logs Mid-Semester Self-Evaluation
10/15	Bulletin Board Presentations-Small Groups	Written Assignment & Logs
10/22	Designing Curriculum Plans Learning Styles Integrated Curriculum	Learning Plan 3 Due Logs
10/29	Learning Plan Presentations-Small Groups	Logs
11/5	Competency Areas	Learning Plan 4 Due All Logs Due
11/12	Bulletin Board Presentations-Small Groups	Writing Assignment
11/19	Dynamics of Diversity	Professional Development Due
11/26	Understanding and Guiding Behavior	Complete all field work hours
12/3	Individual Meetings	End of Semester Self-Evaluation
12/10	Sharing Field Work Experience Portfolios Due	You did it! See you next semester!

Attendance:

Attendance is extremely important in order to be successful in class.

Please make sure you arrive to class on time and stay until the end of class.

Return from class break on time.

No more than 3 absences allowed through the course of the semester.

Cell Phones and iPods:

Please be courteous to your instructor and fellow classmates:

Put your cell phone on silent mode while in class.

Text messaging & browsing the internet: please check and answer your messages during the break.

Use of iPods or MP3 players during class time is not appropriate.

Bringing a Guest to Class:

See the Instructor in advance if you would like to invite a guest or guest speaker to the class.

Please plan ahead for your childcare needs. Bringing children to class is not appropriate in a college class setting.

Students with Special Needs:

Any student that needs special considerations due to a disability is asked to identify their need to the instructor in private by the first day of class. Special accommodations may be arranged but the instructor must be notified by the student in advance.

Student Visiting Hours: I am available to meet with students the following hours & by appointment:

Monday's: 2:00-3:00pm

Tuesday's: 4:00-6:00pm

Thursday's: 3:00-6:00pm

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I look forward to your visit.

Emergencies:

If you cannot attend class due to a personal emergency, please call or email me as soon as possible.

Please note: It is the student's responsibility to stay up to date with class assignments.

Class Requirements:

Detailed Assignment information and guidelines will be given in class

- Submit all assignments in a neat and well organized manner.
- All assignments must be typed and printed in black ink.
- Please notify your instructor as soon as possible if you do not have access to a computer.
- Having trouble with assignments? I can refer you to tutoring and advise you on study skills.
- Class assignments are to be submitted in class on the due date.
- Late assignments are subject to a point deduction
- Emailing your assignment to the instructor as an attachment is not acceptable

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Grade Form

Name: _____ Total Points: _____/300 Grade: _____

Logs: Possible 100 points (10 points each)

9/3 _____ 9/9 _____ 9/16 _____ 9/23 _____ 10/1 _____

10/8 _____ 10/15 _____ 10/22 _____ 10/29 _____ 11/5 _____

Individual Learning Plans: Possible 200 points (50 points each)

9/23 _____ 10/8 _____ 10/22 _____ 11/5 _____

Site Observations: Possible 100 points (50 points each)

First Observation: _____ Second Observation: _____

Writing Assignments: Possible 50 points (10 points each)

9/9 _____ 9/16 _____ 10/1 _____ 10/15 _____ 11/12 _____

Small Groups-Learning Plan Presentations: Possible 50 points (25 points each)

10/8 _____ 10/29 _____

Small Groups-Bulletin Board Presentations: Possible 50 points (25 points each)

10/15 _____ 11/12 _____

Professional Development Attendance: Possible 50 points 11/19 _____

Required proof of attendance and receipt. Reflective essay based on your experience.

In Class Reflective Writing: Possible 100 points (10 points each)

Mid-Semester Self Evaluation: Possible 50 points 10/8 _____

End of Semester Self evaluations: Possible 50 points 12/3 _____

Practicum hours completed: _____ Extra Credit: _____

Important Student Resources on Campus

- ✓ **Child Development Student Resource Center: Conveniently Located in CCDS 200**
 - Receive free academic assistance
 - Friendly & knowledgeable tutors available
 - Tel. 818-364-7600 ext. 3404 or 7126
 - Email: cdsrc@lamission.edu

- ✓ **Learning center**
 - Free Tutoring services in writing, math & science
 - Develop & improve your learning skills
 - Tel. 818-364-7754
 - www.lamission.edu/learning_center

- ✓ **Health Center**
 - Free TB Tests
 - Mental Health Counseling /Therapy
 - Flu Shots
 - Tel. 818-362-6182

- ✓ **Counseling Department**
 - Receive Academic Counseling
 - Reach your academic & career goals
 - Tel. 818-364-7655
 - www.lamission.edu/counseling

- ✓ **Transfer & Career Center**
 - Receive valuable information/requirements for transferring to a four year college or university
 - Tel. 818-364-7827
 - Email: transfer@lamission.edu

- ✓ **Extended Opportunity Programs & Services**
 - Receive positive educational support from counselors
 - Achieve your academic & career goals
 - Tel. 818-354-7645

- ✓ **Financial Aid & Scholarships**
 - Earn free money for college
 - Learn about grants, scholarships, loans
 - Tel. 818-364-7648
 - www.lamission.edu/financial

- ✓ **LAMC Library**
 - Books
 - Research materials
 - Online Journal Articles
 - Tel. 818-364-7105 or 818-364-7768
 - www.lamission.edu/library

**Child Development 22 – Fall 2013
Information Sheet: Part 1**

Name: _____ email: _____

Address: _____

Telephone: _____ (cell) _____ (home)

Text Message: _____yes _____no

Employment:

School: _____ Director/Principal: _____

Address: _____ Room # _____

School Telephone # _____ Ages of the Children _____

Director /Teacher: _____

Placement Needed:

Area of Specialization: _____ Example: Preschool, Special Needs, Infant & Toddler

Ages of the children: _____

Days Available: _____

Hours Available: _____

Child Development Certificate you would like to earn: _____

Other relevant information:

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Prerequisite Form:

(Please attach copy of current unofficial transcripts)

Name: _____

Student ID # _____

Required Courses:

1. English 28____ or ESL 8____ Semester_____ Grade_____

Other English Courses Taken: _____ Semester____ Grade_____

2. 12 Units in Child Development

	Semester	Grade
CD 1: Child Growth and Development	_____	_____
CD 2: Early Childhood Principles and Practices	_____	_____
CD 3: Creative Experiences for Children I	_____	_____
CD 4: Creative Experiences for Children II	_____	_____
CD11: Child, Family & Community	_____	_____
CD 15: Creative Curriculum in Bilingual Bicultural Programs	_____	_____
CD 30: Infant and Toddler Studies	_____	_____
CD 46: School Age Programs	_____	_____

Health Exam: Verification of TB Test _____

Placement needed for 90 practicum hours this semester: yes_____ no_____

Child Development Certificate: _____

(Area of Specialization)

Information Sheet Part 2 – Please complete the following:

As a teacher of young children I believe it is important to...

I feel best about my strengths in...

To be the best teacher I can be, I look forward to working on...

During seminar time I would like to...

I would like your visits to my classroom to help me on...

Something you should know about me is...

Anything else you would like to share...

**Child Development 22 – Section #3085
Fall 2013**

Please complete the information below. It will allow me to get to know you better.

Name: _____

Address: _____

Cell Phone Number: _____

Email: _____

What would you like to study in college? : _____

Reason for taking this class: _____

How many units are you enrolled in this semester? _____

Name the classes you are enrolled in:

How many Child Development classes have you previously taken? _____

Do you work? If so, how many hours do you work per week? _____

Where do you work? _____

What's your first language? _____

Do you have any special needs? _____

Any other information you would like to share? _____

I look forward to having you in my class.