Child Development 23 – Section 3086
Fall 2013 - Class Schedule
Thursday 4:00 pm - 6:05 pm - Lecture and 6 Hours Lab

PRACTICUM IN CHILD DEVELOPMENT 11

Week	Date	Seminar	Assignment
1.	August 29	Introduction Competency Areas	Review books/Syllabus/Assignments Start Practicum Hours at Site
2.	September 5	Personal Philosophy	Work on Personal Philosophy Make appointments for site visit
3.	September 12	Curriculum Philosophies Developing Curriculum Introduction to Documentation	Reading & Writing Assignment Daily Logs
4.	September 19	Circle Time as a Curriculum Support	Individual Learning Plan Due # 1 Daily Logs Small Groups – Circle Time
5.	September 26	Small Groups Presentations - Circle Time	Reading & Writing Assignment Bulletin Boards - Group 1 & 2 Daily Logs
6.	October 3	Observation and Assessment Desired Results Forms	Individual Learning Plan # 2 Daily Logs
7.	October 10	Tender Topics	Reading & Writing Assignment Small Groups – Tender Topics Daily Logs
8.	October 17	Small Groups Presentations - Tender Topics	Daily Logs Individual Learning Plan # 3
9.	October 24	Interviewing and Resume Writing Professionalism Job Description & Qualities	Individual – Documentation Presentations Daily Logs
10.	October 31	Individual Presentations – Documentation	Reading & Writing Assignment Daily Logs
11.	November 7	Staff Relations	Individual Learning Plan # 4 Mid-Semester self-evaluation Small Groups – Staff Relations
12.	November 14	Small Groups Presentations - Staff Relations	Reading & Writing Assignment Bulletin Boards – Group 3 & 4
13.	November 21	No Class– College Closed - Thanksgiving Holiday	Catch up!
14.	November 28	Current Trends in the Field	Reading & Writing Assignment
15.	December 5	Field Work Issues – Sharing	Reading & Writing Assignment Make appointments for individual meetings Work on your Portfolio
16.	December 12	Individual Meetings	End-Semester Self Evaluation Portfolio

CHILD DEVELOPMENT 23 – Fall 2013
"PRACTICUM IN CHILD DEVELOPMENT 11"

Professor: Lilamani de Silva
Telephone: (818) 364-7673
Office Location: Center for Child Development Studies – Office 212
Office Hours: Monday - 2:30 pm-3:30 pm
Tuesday - 6:15 pm-6:50 pm
Wednesday – 12:30 pm – 3:30 pm
Thursday 3:00 pm-4:00 pm
and by appointment

E-mail: desilvlp@lamission.edu Child Development Web Page: www.lamission.edu/childdevelopment

REQUIRED TEXTS AND MATERIALS:
1. Copple, Carol and Bredekamp, Sue. Developmentally Appropriate Practice in Early Childhood Programs. Serving Children Birth Through Age 8., Third Edition. – NAEYC, 2009
2. Browne and Gordon, To Teach Well. Pearson, 2013
3. Epstein, Ann. The Intentional Teacher. NAEYC, 2007.
4. De Silva, Lilamani. Collection of Handouts – Revised Fall 2013

COURSE DESCRIPTION: (4 units)
This is the second semester of practicum teaching experience, supervised experience, if possible to be done in a different setting than the first semester. This course provides advanced practical application of theories covered in prerequisite courses.

Prerequisites: Child Development 1, 2, 4 or 7, 11, 22, and English 28. Practicum site will may require a health examination, verification of TB test and finger printing.
Priority will be given to students eligible for the Child Development Certificate at the end of Fall 2013 Semester
Seminar: 2 Hours (Thursday – 4:00 – 6:05 pm)
Laboratory: Minimum of 6 Hours per week for a total of 90 hours.
(If possible to be done in a different setting than the first semester)

COURSE OBJECTIVES:
The educational objectives of this course are to enable the student to:
1. observe and participate in a teaching situation by working directly with children, staff and parents.
2. plan, implement and evaluate educational/developmental experiences, which meet the needs of a diverse group of children, in the areas of physical, social, emotional and cognitive growth for the individual and the total group.
3. evaluate and discuss her/his present teaching methods and style, and modify them when necessary.
4. participate as a functional member of the school personnel team.
5. develop professional attitudes as evidenced by attendance at meetings, workshops and conferences sponsored by professional organizations.
6. enhance effective guidance techniques, which result in a reasonable system of limits, rules and expectations.
7. organize and maintain a safe and healthy learning/developmental environment, which reflects sensitivity to diverse needs.
8. organize and sustain the positive functioning of groups of children in a learning/developmental environment.
9. relate to each child as an individual, a member of a family, and as a part of his/her culture.
10. facilitate effective communication and interaction with parents, whenever the opportunity may arise.
11. recognize and identify children with special needs, including physical and behavioral disorders, make referrals and seek guidance in handling these children.
12. carry out additional responsibilities as assigned by the supervisor, director or teacher.
13. complete a job application, develop a resume, prepare for an interview and articulate a personal philosophy statement regarding child development.

14. Prepare and organize a professional portfolio, which includes original lesson or learning plans and letters of recommendation.
15. Identify and discuss current issues and trends in the field of child development, and articulate a professional development plan.

Student Learning Outcomes	College GE SLO	Assessment Method	
1. Students will be able to integrate understandings of children's characteristics and needs to develop healthy, safe, respectful, supportive and challenging learning environments for all children. 2. Students will research, design and deliver a presentation based on a professional issue that is meaningful to early childhood educators. 3. Students will organize a portfolio reflecting their professional preparation and development in the field of Child Development.	2. Information Competency 7. Ethics and Values 3. Problem Solving 1.Written and Oral Communication 2.Information Competency 1. Written and Oral Communication	1. Student teaching practices. 2. Class Presentation. 3. Portfolio.	

STUDENTS WITH SPECIAL NEEDS:
If you are a student with a disability and require classroom accommodations, please meet with me to discuss arrangements. If you have not yet contacted Disabled Student Program & Services (DSP&S), do so in a timely manner. DSP&S is located in Instructional Building. Visit DSP&S at www.lamission.edu/dsps or 818-833-3313 for contact information.

Please note:
The course outline is a guide for the semester and may be modified/revised to enhance learning outcomes or by events outside the control of the instructor.

ELECTRONIC DEVISES:
- Please be courteous and turn your cell phone on to a silent mode.
- Please do not text, go online and chat using your phone or lap top during class.
- Please do not tape any class discussions, lectures or any part of the class.

Teaching Style:
"All genuine learning is active, not passive. It is a process of discovery in which the student is the main agent, not the teacher." (Adler, 1982)
One must learn by doing the thing, for though you think you know it-you have no certainty until you try." (Sophocles, 5th C. B.C.)

CLASS REQUIREMENTS: All assignments must be proof read and typed before you turn them in to me.
- Supervised field experience
  - At place of employment or volunteering for a minimum of 6 hours per week for a total of 90 hours per semester.
  - To be arranged with instructor.

- Daily Log/Weekly Journal
  - Keep a daily log including comments and questions about your teaching experience.
  - These pages must be turned in each week.

- Learning Plans:
  - Learning plans must be submitted in the following eight (8) areas:
    - Language

- Math
- Social Studies/Anti-bias
- Physical/Motor
- Art
- Music
- Cooking
- Science

- Four learning plans due each semester.
- Two Learning plans must be implemented with the children in your class while the instructor is visiting in the first semester, two in the second semester.
- Written plans must be submitted before the visit.
- If the Instructor will not observe learning plans, they should be submitted after implementation in order to include an evaluation.

❖ Group Presentations- (Groups will be assigned by the Instructor)
- Small groups of three or four students will work together to present Circle time Ideas, Tender Topics, and Staff Relations during the semester.
- We all learn from each other and only by collaborating that we become open to other perspectives and experiences.
- Please be a responsible team player in supporting your group.
- Active group participation is required.
- If a group member is not participating she/he may not get the same grade.
- Turn in a summary of how each group member participated in this collaborative project along with your paper.
- The process of doing this project is of great value in learning.

❖ Bulletin Board
- Each group will design, display and present a bulletin board in the Child Development Classroom.

❖ Annual Editions Reviews and writing assignments
- Each semester, several articles will be assigned for review and discussion in class. Format to be arranged.
- There will be several writing 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 will be due in the fall semester.

❖ 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.
- Please turn in the proof of attendance as well.

❖ 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 limited to:
    - Statement of philosophy
    - Resume

- Eight typed learning plans - (4 each semester)
- Visitation notes from instructor
- Degrees, certificates, transcripts, etc.
- Awards
- Letters of reference
- Transcripts

- Examples of projects, activities, papers, etc. may be included if you wish.
- You can be as creative as you want.
- The complete portfolio is due only at the end of the second semester (December)

- Evaluations:
  - End-semester self-evaluations and Supervising Teacher/Director Evaluation

- Participation:
  - Participation is mandatory. Small and large group participation is also very important and will influence your grade.
  - If you cannot attend class for any reason, it is important that you notify me in advance.

- Assignments turned in late:
  - 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, your final grade will be lowered by a full letter grade.

- Statement for Plagiarism and Student Conduct - Academic Dishonesty – Board Rule 9803.28
  Plagiarism is the use of others' words and/or ideas without clearly acknowledging their source. When you incorporate those words and ideas into your own work, you must give credit where credit is due. Plagiarism, intentional or unintentional, is considered or cheating on assignments (e.g., copying or giving answers, using "crib" sheets, etc.) will (I) receive a zero (fail) on the assignment, and (2) be referred to the Vice President of Student Services for further disciplinary action, following due process. For further information on plagiarism go to the Writing Center website and refer to the STANDARDS OF STUDENT CONDUCT AND DISCIPLINARY ACTION in the Current Schedule of Classes and the Catalog.

- Incomplete Grades: Are to be given to students only due to extenuating circumstances. The student has to complete at least 75% of the class. The reasons to issue an incomplete are: Personal emergency, family crisis, Illness and other.

- Child Development Student Resource Center: Specially for our Child Development students located in this building (CCDS 200). The following services are available for you: tutoring, workshops, lending library, lap tops and etc. You can make an appointment by e-mailing: cdsrc@lamission.edu or calling 818-364-7600 Extension 3404 or 7129.
- Health Center: You can get your TB test for free at the Student Health Center. Call 818-362-6182 to a make an appointment.
- Counseling Department: Make an appointment to help you with your educational goals and map out a plan to help you reach your goals. Call for an appointments 818-364-7655 or visit their website: www.lamission,edu/counseling
- Transfer & Career Center: Can help you with all transfer requirements and options available for you as you move on to get your BA. Call me them at 818-364-7827 or e-mail them to transfer@lamission.edu to make an appointment.
- Extended Opportunity Programs and Services: Is to provide positive educational support in order to improve retention, persistence, graduation, and transfer rates to students who may have language and socioeconomic disadvantages and who may be first generation college students. Call for an appointment at 818-364-7645.
- Financial Aid & Scholarships: Financial aid is funding provided by the federal and state governments, the college, and private entities, to assist students with their educational expenses and is available in the form of grants, scholarships, employment and loans. Call for an appointment at 818-364-7648. Check out their website for scholarship information at www.lamission.edu/financial
- Library: For information on library hours, resources, workshops, and other services contact 818-364-7105 or 364-7106 or www.lamission.edu/library

Los Angeles Mission College Lilamani de Silva

Child Development 23
Fall 2013 - Thursday 4:00 pm - 6:05 pm
GRADE FORM

Name: _____Total Points: (out of 100)_____Grade:_____

Logs: 5 points for each a total of = 40 points

9 /12_____ 9/19____ 9/26 ____ 10/3 _____

10/10_____10/17_____ 10/24_____ 10/31 ____

Individual Learning Plans: 25 points for each a total of = 100 points

9/19____ 10/3 _____ 10/17_____ 11/7 _____

Site Observations: 30 points for each a total of = 60 points

First Observation:_____ Second Observation:_____

Reading & Writing assignments: 25 points for each a total of = 200 points

9/12_____ 9/26_____10/10____ 10/31_____

11/7_____ 11/14 _____ 11/28_____ 12/5_____

Small Groups Presentations: 25 points for each a total of = 75 points

9/26_____ 10/17_____ 11/14_____

Individual Presentations(Documentation): A total of = 100 points 10/31_____

Small Groups Bulletin Board Presentations: 20 points for each a total of = 20 points
9/26_____ OR 11/14_____

Participation: 10 points for each class participation a total of = 150 points _____

Professional Development Conference Attendance: Total of 75 points (Required: proof of attendance and a written summary)
_____

Portfolio: A total of = 100 points 12/12_____

Evaluations: 10 points for each a total of = 30 points
Mid-semester self-evaluation: _____End-semester self-evaluation: _____
Supervising Teacher/Director Evaluation:_____

Practicum Hours Completed:_____

Extra Credit: A total of 20 points_____

Assignment	Total Possible Points	Total Earned Points
Daily Logs	40	
Individual Learning Plans	100	
Site Observations	60	
Reading & Writing assignments	200	
Small Groups Learning Plan	75	
Small Groups – Bulletin Board	20	
Individual Presentations - Documentation	100	
Portfolio	100	
Professional Development	75	
Participation	150	
Evaluations	30	
Extra Credit (Maximum 20 points)		
Total Points	950	

Grading Guidelines	
A	900-950
B	850-899
C	800-849
D	750-799
F	749.....

Child Development 23-Fall 2013

Information Sheet - Part 1

Name:_____E-mail:_____

Address:_____

Telephone:_____(Home)_____(Work)_____(Cell)

Employment:

School:_____Director/Principle_____

Address:_____

Room #:_____Hours:_____

Telephone:_____ Ages of Children:_____

Director/teacher:_____

Placement Needed:

Ages of Children: _____

Days Available: _____

Hours Available: _____

Other Relevant Information:

_____

_____

_____

_____

_____

_____

Child Development 23- Fall 2013

Information Sheet - Part 2

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

I Feel best about my strengths in …….

In order to be the best teacher I can be, I look forward to working on……..

During seminar time I would like……

I would like your visits to my classroom help me……

Something you should know about me……..

Any other issues……

Child Development 23
Fall 2013

Name:_____

Address:_____

Telephone: Day:_____ Evening:_____Cell:_____

E-mail:_____ Major:_____

Reason taking this class:_____

How many units enrolled this semester:_____

Name the classes' enrolled:_____

_____

Name the Child Development classes' taken:(List)_____

_____

_____

Hours many hours do you work:_____ Occupation:_____

What is your first language? _____Languages spoken:_____

Do you have any Special Needs? _____

Any other information you would like to share:_____

_____

_____