

PRACTICUM IN CHILD DEVELOPMENT
CHILD DEVELOPMENT 23

COURSE DESCRIPTION: (4 units)

Prerequisites: Child Development ChDev22 and English 28 or B.A. degree; consent of the Instructor

Lecture: 2 hours Laboratory: minimum of 6 hours per week for a total of 90 hours (TBA)

This is the second semester of practicum teaching 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 to fulfill requirements for an area of specialization.

STUDENT LEARNING OUTCOMES:

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.(student teaching practices)
2. Students will research, design and deliver a presentation based on a professional issue that is meaningful to early childhood educators. (class presentation)
3. Students will organize a portfolio reflecting their professional preparation and development in the field of Child Development. (portfolio)

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 group
3. evaluate and discuss her/his present teaching methods an style, and modify them when necessary
4. participate as a member of the school personnel team
5. develop professional attitudes as evidenced by attendance at meetings, workshops and conferences sponsored by professional organizations
6. develop 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 interactions 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 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.

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.

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OFFICE HOURS: Tuesdays: 2:00 – 4:00 Wednesday: 12:30 – 3:30 and by appointment

CHILD DEVELOPMENT 23

PRACTICUM SEMINAR

Child Development 23 Spring 2013

Feb. 5 *Introduction/Class Orientation/Philosophy*

Assignment for next class: Bring all books, handouts and a calendar to next class!

Be sure to have your Student Progress Report Part 2 in your folder.

Feb. 12 *Professionalism/Developing a Philosophy*

Reading assignment for next week: Reread Chapters 1 and 2 from "The Intentional Teacher".

Written assignment for next week: Develop three goals that you have set for yourself for this semester's practicum experience. Include how you plan to achieve them. Read a chapter of The Intentional Teacher that applies to at least one of your goals and write down the page numbers.

Feb. 19 *Curriculum Philosophies – Putting Philosophy into Action
(Reggio Emilia as a model)*

Read an article from a magazine signed out in class that relates to curriculum or philosophy. Read your personal philosophy as it relates to experiences and curriculum.

Written assignment for next week: Which aspects of your own personal philosophy are reflected in what you do each day in your classroom? Identify which parts you already include in your teaching and which parts, if any, you would like to add. Discuss how you could make any necessary changes. Work on learning plan for next week.

Feb. 26 *Developing Curriculum – How does it Happen?
Circle Time As a Curriculum Support*Learning Plan DueBulletin Board Due – Group 3

Written assignment for next week: Observe children at play, and choose two activities that you believe could be "starting points" for a long-term project. What makes you think so? How could you extend these ideas? If appropriate, talk to the teacher you work with to discuss whether or not you could develop some "extension" activities to build on the interests of the children.

Work on circle time presentation with your group members for next week.

* Talk to your head teacher about leading a circle time with a group of children. Make a date for the week of March 5th.

Mar. 5 *Circle Time as a Curriculum Support*

Group Presentations: Small group presentations of your Circle Time ideas

Written assignment for next week: Do a circle time with children. Evaluate the circle time that you led. What was its strength? Where could it be strengthened? What changes would you make?

How can circle time be used to support the interests of the children?

Mar. 12 *Observation and Assessment*

Written assignment for next week: Identify a child that you would like to observe and assess. Write a paragraph explaining **why you chose this child and what you hope to learn**. Begin filling out the assessment form (DRDP-R). This will take two weeks to complete.

Work on learning plan for next class.

Mar. 19 ***Tender Topics***

Learning Plan Due

Find an article online from a reliable source that relates to a tender topic of your choice. Be prepared to share the website and what you have read in class.

Written assignment for next class: Continue working on your assessment form. Pay careful attention to the DRDP-R Follow Up Sheet (attached).

Mar. 26 ***Individual/Group Meetings***

Assessment Due

While I am meeting with each group, work on your group presentations for next class.

Group 4 - Complete your bulletin board preparation to display next class.

Apr. 2 ***Spring Break – No Class***

Apr. 9 ***Group Presentations – Tender Topics***

Group Presentations: Tender Topics

Bulletin Board Due - Group 4

Written assignment for next class: daily logs, learning plan.

Begin thinking about your half day plan. Talk to your head teacher about your leadership role that day including the planning and the responsibilities.

Apr. 16 ***Interviewing and Resume Writing/Preparation for Directors' Panel***

Learning Plan Due

Read an article of your choice from a magazine signed out in class.

Written assignment for next week: Why did you choose that article? What did you learn? How can you use what you learned? Begin working on your own personal resume.

Apr. 23 ***Directors' Panel***

Written assignment for next week: Write your reactions to the Directors' Panel. What did you learn that will help you as a teacher? What do you see as important qualities of a Director? What do you see as important qualities of a teacher as a member of a staff? Where do you see your strengths as a staff member? In what areas would you like to grow? Work on your half day plan and portfolio.

Apr. 30 ***Staff Relations Presentations/Professionalism/Ethics***

Group Presentations: Staff Relations Issues

Written assignment for next week: Work on your half day plan, portfolio and learning plan.

May 7 ***Half Day Plan Sharing***

Learning Plan Due

Written assignment for next week: Complete your portfolio. Complete self-evaluation form.

May 14 ***Field Work Issues/Portfolios***

Portfolios Due

Self-evaluation form due.

May 21 ***Individual Meetings***

May 28 ***Last Day of Class***

CD 23: Requirements for Group Presentations

CIRCLE TIME

Your group time presentation must be designed for a large group (entire class) of children, the age group with which you are working. If your small group works with various ages, you may agree upon an age or mixed age class for the presentation.

The group time should be designed to last approximately fifteen minutes, with several components included which will be discussed in class. (e.g. songs, fingerplays, poetry, puppets, etc.)

An oral discussion must be prepared containing the following:

- 1) topic of group time
- 2) reasons for your choice
- 3) values for the children (include all areas of development)
- 4) follow up activities

Any songs, fingerplays, poetry, etc. should be duplicated for all the members of the class.

TENDER TOPICS

Your topic for this presentation will be taken from those discussed in class. The presentation will include a description of the issue, and a discussion of the teacher's role. This discussion can take various forms: role playing, group discussion, review of your readings, etc.

Your oral presentation must include:

- 1) why you chose your topic
- 2) the readings and resources that you used to work on it
- 3) steps you would take to deal with it in the classroom
- 4) recommendations for follow up
- 5) any children's books or outside resources that are relevant

Any books, resources, handouts, children's books, etc. that you found to be helpful should be distributed to all members of the class.

STAFF RELATIONS ISSUES

The topic for this presentation will be taken from those discussed in class. Rather than a formal presentation, this will be in the format of a discussion. You will introduce the topic and share your thoughts about its resolution, before opening it up for discussion with the rest of the class.

NOTE: As with any assignment in this class, if there is any part of it that seems unclear, please ask in class so that we can discuss it further. These group presentations are designed to be learning experiences for the entire class, so please be prepared to share your ideas!

CD 23 Assessment Assignment
DRDP-R Follow Up

Child's name: _____

1. What are the child's observed strengths? (refer to scores)

2. What areas have you observed that need strengthening? (refer to scores)

3. What are your specific activity suggestions to support strengthening these areas?

(Please avoid generalizations such as "work on fine motor skills". Instead, give specific activities such as "use kitchen tongs to pick up cotton balls" etc.)

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:

Developmentally Appropriate Practices in Early Childhood Programs Serving Children Birth Through Age 8 Revised, Sue Bredekamp, Editor, NAEYC, 2008 3rd Edition
Epstein, Ann The Intentional Teacher, NAEYC, Washington, DC; 2007
Silver, J. Handouts

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. These pages must be turned in each Tuesday at the beginning of class.

Learning Plans:

(1) Learning plans must be submitted in the following eight areas:

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

*four learning plans due each semester

*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 before the visit. If learning plans will not be observed by the Instructor, they should be submitted after implementation in order to include an evaluation.

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 Spring 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.

Article 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
- resume
- eight typed learning plans
- visitation notes from instructor
- degrees, certificates, transcripts, etc.
- awards
- letters of reference

Note: examples of projects, activities, papers, etc. may be included if you wish

Portfolios are due May, 2013