

Taught by Prof. Beltrán

"Early Childhood: Principles and Practices"

WELCOME TO CHILD DEVELOPMENT 2!

You have chosen a course that will give you the opportunity to deepen your understanding of the field of early childhood education, and the role that it plays in the lives of young children and their families. Together we will read, discuss, share, observe and analyze the issues that influence the early childhood experience, and discover the importance of the teacher's role in program quality.

Childhood is a journey, not a race....

COURSE DESCRIPTION: (3 units)

The student will explore the history of early childhood education as well as current philosophies and practices. Early Childhood programs will be observed and examined in relation to the needs of the child, the arrangement of the environment and the role of the teacher.

STUDENT LEARNING OUTCOMES:

1. Compare the various types of early care and education programs available in California with regard to funding, curriculum and philosophy. (evaluation: exam question)
2. Evaluate the quality of early childhood classrooms based on observations and application of professionally recognized standards. (evaluation: observations of programs)
3. Analyze the qualities and practices of an early childhood teacher necessary to meet the developmental needs of young children. (evaluation: exam question)

COURSE OBJECTIVES:

These objectives will enable the student to:

1. Describe the requirements and professional responsibilities of a teacher
2. Compare the different types and philosophies of early childhood programs in California
3. Identify and describe the relationships, environments and experiences necessary for a quality program
4. Examine various quality assessment tools used to evaluate quality early childhood programs
5. Design techniques of observing and evaluating programs.
6. Examine the curriculum elements necessary to support the physical, social, emotional, cognitive and creative development of the child including modifications to meet special needs.
7. Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community
8. Select teaching techniques and practices that demonstrate respectful support of the child's family, home, community and culture.
9. Analyze the relationship between observation, planning, implementation and assessment in developing best practices in early childhood education.

The following information will support your success in the course:

My Contact Information: Office is CCDS

Webpage: <http://www.lamission.edu/~beltray>

Phone: 818--364--7600 Ext: 4589 OR 818-892-7100

Office Hours: Tue: 6:00 - 6:45 pm

E--Mail: beltray@lamission.edu

Student Resources at Los Angeles Mission College

Child Development Student Resource Center: For appointments and information call 818--364--7600 ext. 7123 or email CDSRC@lamission.edu

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

Assignment Requirements:

All assignments must be typed on one side of the paper only. Assignments should be submitted with all pages stapled together. Please do not use folders. No hand written assignments will be accepted.

Attendance and Participation:

Your class attendance and participation are very important, and will influence your grade. I will call attendance at the beginning of each class. If you come in late, please come and see me at the break or after class. After the first absence, 15 points will be deducted for each absence.

Late Work:

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, it will be counted as a "0".

Special Needs:

If you have an identified special need and would benefit from modifications or additional support, please come and see me after the first class to introduce yourself and discuss accommodations necessary for your success.

Important Message!!!

The most important measure of your progress is your own growth and development throughout this class. We will be exploring many ideas and concepts related to the role of the teacher, and practices in an early childhood program. I am always available to meet with you to discuss questions, concerns, or simply your own ideas about the course. Please feel free to make an appointment, or to meet with me after class if you want or need extra help. We are partners in learning and I'm looking forward to an exciting semester together! If I do not hear from you throughout the semester, I will assume you are understanding the material and are able to keep up the all class demands.

"Early Childhood: Principles and Practices"

Text Weissman and Hendrick. The Whole Child: Developmental Educationth for the Early Years. Columbus, OH: Merrill Pub. 2014, 10 edition
Silver, Collection of Handouts

| WEEK | DATE | TOPIC | ASSIGNMENT |
|------|---------|---|---|
| 1 | Aug. 31 | Introduction/The Teacher-Article 5/The Animal School/ "Where to Invade Next" Film | Chapter 1 |
| 2 | Sep. 7 | DAP-Types of Program/Licensing | Chapter 1 |
| 3 | Sep. 14 | Type of Programs/Licensing | Chapter 2 |
| 4 | Sep. 21 | Quality Issues-Collaborating with Families/Environments | Chapter 7 |
| 5 | Sep. 28 | Environments/Routines | Chapter 7 |
| 6 | Oct. 5 | Environments/Routines | Chapter 8/9 |
| 7 | Oct. 12 | Physical and Emotional Development | <u>Observation 1 Due</u> Chapter 10 |
| 8 | Oct. 19 | Development of social competence and self-esteem | Chapter 10 <u>Midterm Part I</u> |
| | | | |
| 9 | Oct. 26 | Social Development/Guidance | <u>Midterm Part II Exam Due</u> <u>Observation 2 Due TODAY</u> |
| 10 | Nov. 2 | Diversity Issue/Inclusion/Creativity/Play | Chapter 3/4/15 |
| 11 | Nov. 9 | Creativity/Play | Chapter 3/15 |
| 12 | Nov. 16 | Creativity/Play/Becoming the Whole Teacher | Chapter 3/15/16 |
| 13 | Nov. 23 | Project Presentation <u>power point</u> | <u>Module Presentations</u> |
| 14 | Nov 30 | Project Presentation <u>power point</u> | <u>Module Presentations</u> |
| 15 | Dec 07 | Project Presentation <u>power point</u> | <u>Module Presentations</u> |

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|----|--------|-------------------|-----------------------------------|
| 16 | Dec 14 | Final Exam online | You Did it!!!! Congratulations!!! |
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Child Development 2

GRADING INFORMATION

Y. Beltrán

There is always much interest, and occasionally some anxiety about the grading process, so it is important to understand the system at the beginning to alleviate any concerns!!

In this class, you will have five pieces of work to submit -- each of which is worth 100 points for a total of 500 possible points. Your final grade will be determined by adding up the points earned for each assignment.

| | |
|---|-----------|
| A | 450 - 500 |
| B | 400 - 449 |
| C | 350 - 399 |
| D | 250 - 349 |
| F | Below 250 |

The five assignments are as follows:

1. Observation #1 "Physical Environment and Use of Space" - due Sep 28, 2021
You are required to visit a school/program to observe the physical environment, or in other words, how the space is set up both indoors and outdoors. A cover sheet is required as well as filling out a question form, both of which are available in the Collection of Handouts. You may work with a partner on this assignment, turn in one paper, and both students will receive the same grade. One of your observations could be done at our LAMC Center or an Accredited site (see handouts for a list of sites.) Please select two different schools to conduct both observations. Attach a copy of the grading rubric to your observation.
2. Observation #2 "The Role of the Teacher" - due Oct 26, 2021
You are required to visit a different school to observe the role of the teacher while s/he is working with a group of children. Again, the assignment sheets are available in the Collection of Handouts. You may work with a partner on this assignment, turn in one paper, and both students will receive the same grade. One of your observations could be done at our LAMC Center or an Accredited site (see handouts for a list of sites.) Please select two different schools to conduct both observations. Attach a copy of the grading rubric to your observation.
3. Midterm Exam All submitted exams must be the student's individual work - March 30, 2021
4. Learning Center Presentation Powerpoint - Nov 23, 30 & Dec 7, 2021
On your own, or with a small group, create and present a learning center that could be developed in an early childhood classroom. The presentation must include four parts:
 - A diagram of a classroom indicating the location of the learning center
 - A three--dimensional miniature model of the center itself indicating storage, equipment
 - and materials

- A kit of actual (not miniature) materials for one activity to be included in the center, and
- An oral and written research discussion paper (5-10pages minimum) of the values of this particular center and activity must be included in the presentation.

5. Final Exam All submitted exams must be the student's individual work. - Dec 14, 2021

Final Note:

- All papers must be typed, 12font, include a cover page, stapled together, do not use folders, follow the MLA format. Due to the requirements for online teaching, all work will be submitted through canvas or email.
- All work must be submitted on time or grade will be half the points. All assignments not turned in will receive a 0
- All work must be the students and not someone else's work.
- All assignments must be written in English. Please contact me if you need any assistance or accommodations with this requirement.
- Please be prepare to lose points if instructions given are not followed.

Grading Rubric for Observations (out of a possible 100 points)

Staple a copy of this to the back of both your first and second observations.

90 - 100 Cover page is complete

Philosophy, schedule and brochure are attached in required format All questions are answered using detailed descriptions Presented neatly and clearly with proper spelling and grammar Thoughtful and complete summaries and evaluations based on observations and reflection

80 - 89 Cover page is almost fully complete

Philosophy, schedule and brochure attached
All questions answered with many detailed descriptions
Presented neatly and clearly with attention to spelling and grammar
Thoughtful summaries and evaluations based on observations and reflection

70 - 79 Cover page has the majority of information required

At least partial requirements for philosophy, schedule and brochure are met Majority of questions are answered, many with detailed descriptions Presented with acceptable neatness, clarity, spelling and grammar Summaries and evaluations are included

50 - 69 Cover page has limited information

Philosophy, schedule and brochure may be missing Many questions are answered Presented without acceptable neatness, clarity, spelling or grammar At least partial summaries and evaluations are included

Below 50 Cover page may be incomplete

Philosophy, schedule and brochure may be missing
Many questions are answered incompletely or not at all Presented with a lack of neatness and clarity
Summaries and evaluations are missing, incomplete, or lack thought and reflection

Rubric missing - (lose five points)

"Early Childhood: Principles and Practices"
Spring 2021

Group Participants:

Topic: _____

Dates of Meeting with Group:

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|--|--|
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LEARNING CENTER GRADING (for your information only)
Please attach to your Learning Center with the names of all students in your group

Learning Center Model: /30

Activity Kit: /20

Organization: /20

Classroom Diagram: /30

Total: (out of 100) /100

Letter Grade:

COMMENTS:
