

**CHLD 60.2 Course Outline as of Fall 2013****CATALOG INFORMATION**

Dept and Nbr: CHLD 60.2 Title: INTERMED ECE PRACTICUM

Full Title: Early Childhood Care and Education Practicum

Last Reviewed: 11/9/2009

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	5.00	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	3.00	Lab Scheduled	15.00	17.5	Lab Scheduled	262.50
		Contact DHR	0		Contact DHR	0
		Contact Total	15.00		Contact Total	262.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 262.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: CHILD 60.2

**Catalog Description:**

Students will participate in a supervised field experience with young children at Santa Rosa Junior College Children's Center or a designated off-campus Mentor site. This course focuses on identifying and developing skills and behaviors essential for effective teaching. These include: building healthy, caring relationships with and between young children; partnerships with families; classroom organization and management; curriculum development and implementation; professionalism and ethics; familiarity with assessment tools; and teaching as a member of a team.

**Prerequisites/Corequisites:**

Course Completion of CHLD 10, CHLD 51, CHLD 90.4 and Concurrent Enrollment in CHLD 60; OR Course Completion of CHLD 110.1, CHLD 110.2, CHLD 51, CHLD 90.4 and Concurrent Enrollment in CHLD 60

**Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100

**Limits on Enrollment:**

Health or Safety

"Students enrolled shall have a clear TB test and a health-screening report that indicates the person's physical qualifications to perform the duties and any health condition that would create

a hazard to the children or other personnel. (22Ca. Code of Regs. 101216(g).”

### **Schedule of Classes Information:**

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Recommended: Eligibility for ENGL 100 or ESL 100

Limits on Enrollment: Health or Safety

“Students enrolled shall have a clear TB test and a health-screening report that indicates the person’s physical qualifications to perform the duties and any health condition that would create a hazard to the children or other personnel. (22Ca. Code of Regs. 101216(g).”

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

### **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>
<b>UC Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

### **COURSE CONTENT**

#### **Outcomes and Objectives:**

Upon successful completion of this course, students will be able to:

1. Use relevant learning theories and child development to select effective materials to plan, implement and evaluate developmentally appropriate, play-based experiences for all young children.
2. Use appropriate observation and assessment tools and strategies required to develop an individual child portfolio.
3. Use naturalistic observation and assessment of children’s developing interests, behaviors and abilities to design and implement appropriate curriculum and environments for a variety of curriculum content areas and classroom activities.
4. Create and evaluate appropriate indoor and outdoor spaces to support the curriculum and the interactions of children and teachers.

5. Facilitate appropriate individual and group guidance interactions with children, including problem solving and conflict resolution techniques.
6. Apply effective communication and collaborative skills with teachers, staff and families in the early childhood setting.
7. Demonstrate increasing levels of professional and ethical behaviors, dispositions and skills while assuming teaching and non-teaching responsibilities of a teacher in the field of early childhood education.
8. Use teaching performance standards to critically assess his/her own skills, abilities and dispositions as a developing teacher.
9. Use effective verbal and written communication skills in curriculum and program development.

## **Topics and Scope:**

### Topics and Scope

Note: Topics and Scope are shared by CHLD 60 and CHLD 60.2 as co-enrolled courses. The contents and assignments of the course are planned and developed in the seminar portion (CHLD 60) and implemented in the practicum (CHLD 60.2).

- I. Practicum requirements, duties and responsibilities
  - A. Operating policies
  - B. Children and families served
  - C. The role of the student teacher including professionalism and ethics
- II. Developmentally appropriate curriculum for infants, toddlers and preschoolers
  - A. Developmental characteristics including considerations for curriculum
  - B. Activities and experiences to support diverse learners
  - C. Curriculum integration across developmental domains
  - D. Activities and experiences for foundational content and interest areas
    1. Language and Literacy
    2. Math
    3. Science and sensory experiences
    4. Social Studies
    5. Visual and performing arts
    6. Dramatic play
    7. Blocks
    8. Indoor/outdoor large motor activities
- III. Appropriate environments for young children
  - A. The physical setting
    1. Equipment and materials
    2. Room arrangement
    3. Outdoor environment
  - B. The temporal setting
    1. Daily routines and schedules
    2. Timing for transitions
  - C. Grouping for learning
    1. Circle and whole group activities
    2. Primary and small group activities
    3. Individual
- IV. Authentic documentation and assessment
  - A. Observation and recording using the Desired Results System

1. Anecdotal recording for curriculum and individual assessment
2. Organizational strategies for gathering data
- B. Documentation of data
  1. Record keeping tools for individual children and program
  2. Collecting samples and artifacts
  3. Developing the individual child portfolio
- C. Interpretation of data to design curriculum to meet individual and group needs
- V. Interactions with children
  - A. Effective communication strategies with children
  - B. Appropriate individual guidance and group management strategies
  - C. Effective strategies for guiding children with challenging behaviors
- VI. Role of the teacher
  - A. Qualities of effective teachers
    1. Communication with colleagues and staff
    2. Participation as a member of a collaborative teaching team
    3. Organization and management the classroom
    4. Self-reflection and personal assessment
    5. Ethical conduct and decision making
    6. Advocacy for children and families
  - B. Partnerships with families
    1. Family participation in the early childhood program
    2. Communication and conferencing with the family
    3. Sensitivity to family values and cultural backgrounds
  - C. Career and professional development
    1. Career pathways and education
    2. Professional portfolio development

### **Assignment:**

Assignments may include but are not limited to:

1. Participate in weekly practicum meetings and discussions.
2. Implement and evaluate planned curriculum activities and environmental enhancements as created in CHLD 60 (approximately 8-10).
3. Complete a partial Desired Results Individual Child Developmental Profile, using a minimum of 20 anecdotal observations.
4. Participate effectively in the daily program with children and staff.
5. Complete mid-term and final self-evaluations using the Student Teacher Performance Standards.

### **Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Writing curriculum plans, evaluations, observations, developmental profile

Writing  
20 - 40%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%
<b>Skill Demonstrations:</b> All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	
Implement curriculum, environmental enhancements, interactions with children and staff	Skill Demonstrations 40 - 60%
<b>Exams:</b> All forms of formal testing, other than skill performance exams.	
None	Exams 0 - 0%
<b>Other:</b> Includes any assessment tools that do not logically fit into the above categories.	
Attendance and participation, self and faculty performance standard evaluation	Other Category 10 - 20%

**Representative Textbooks and Materials:**

To Teach Well-An Early Childhood Practicum Guide by Gordon and Brown, Pearson Education, Inc., New Jersey, 2009

Creative Curriculum-for Infants, Toddlers, and Twos, 2nd Edition, by Dodge, Rudick and Berke. Teaching Strategies, Washington, D.C. 2006

Creative Curriculum for Preschool, 4th Edition, by Dodge, Colker, Heroman. Teaching Strategies, Washington, D.C. 2002-Classic