

**CHLD 66.1 Course Outline as of Fall 2013****CATALOG INFORMATION**

Dept and Nbr: CHLD 66.1 Title: ADV PRACT:CUR ASSESSMENT

Full Title: Advanced ECE Practicum: Curriculum and Assessment

Last Reviewed: 3/25/2013

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	6.00	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	6.00	Lab Scheduled	18.00	17.5	Lab Scheduled	315.00
		Contact DHR	0		Contact DHR	0
		Contact Total	18.00		Contact Total	315.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 315.00

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:

**Catalog Description:**

Advanced child development students will participate in a supervised student teaching practicum at the Santa Rosa Junior College Children's Center. The course is designed for developing proficiency in the following areas as defined in the California Early Childhood Educator Competencies: child development and learning; relationships, interactions, and guidance; learning environments and curriculum; and observation, screening, and assessment.

**Prerequisites/Corequisites:**

Course Completion of CHLD 66

**Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100

**Limits on Enrollment:**

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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Transfer Credit: CSU;

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

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

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective: Fall 2013	Inactive: Fall 2020
<b>UC Transfer:</b>		Effective:	Inactive:

### **CID:**

#### **Certificate/Major Applicable:**

Not Certificate/Major Applicable

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Students will examine and assess the effectiveness of their current teaching practices and create measurable goals for improvement.
2. Students will develop increasingly effective teaching skills that support optimal learning experiences and interactions for all children.
3. Students will demonstrate increasing levels of responsibility and collaborative skills while working with program teachers, staff and student teachers in an early childhood setting.

### **Objectives:**

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

1. Use knowledge of effective teaching practices and standards to critically assess their own skills, abilities and dispositions to create and implement a set of measurable goals for improving their teaching practice.
2. Use naturalistic observation skills to extend instructional practice and develop child portfolios.
3. As a member of a collaborative teaching staff, design, implement and evaluate a variety of developmentally appropriate learning experiences, environments, and program components.
4. Create relationships and initiate experiences that support family partnerships in the program and curriculum.
5. Demonstrate appropriate individual and group guidance interactions and behavior management techniques that support children's emotional and social competence.

6. Demonstrate respectful and responsible professional relationships with program teachers, staff and student teachers.

### **Topics and Scope:**

- A. Orientation to the practicum placement site
  1. Policies and procedures
  2. Student role in the program
  3. Environments and materials
  4. Children and families
- B. Observation of children
  1. Naturalistic observation and anecdotal documentation to inform curriculum development
  2. Observation and anecdotal documentation to develop individual child portfolios and curriculum
- C. Curriculum planning and implementation
  1. Daily and weekly integrated curriculum and environmental plans
  2. Curriculum plans to facilitate on-going planning
  3. Inclusive curriculum and classrooms to accommodate all children
  4. Curriculum and program to support family partnerships
- D. Interactions with children, staff and families
  1. Appropriate language and behaviors to support positive individual and group interactions
  2. Collaboration with program teachers and staff in the daily routine
  3. Positive relationships with families
- E. Development as a professional
  1. Complex teaching and non-teaching responsibilities and goals
  2. Professional behaviors required for the field of early childhood education.
  3. Professional level of competence in written and verbal expression

### **Assignment:**

Assignments may include but are not limited to:

1. Using the California Early Childhood Educator Competencies and National Board of Professional Teaching Student Teacher Performance Standards, complete a written personal assessment of skills, abilities and dispositions to design personal goals for professional growth.
2. Write 3-5 professional development goals using format provided.
3. Complete ongoing naturalistic observations, documentation and assessments of children as required by goals.
4. Design, implement and evaluate activities and environments as required by goals.
5. Attend and report on staff meetings and parent conferences as required by goals.
6. Attend weekly meetings and discussions of selected topics as required by goals.
7. Read handouts and write responses to articles as required by goals.

### **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.

Written homework, professional goals, child observations, curriculum activities, comprehensive professional portfolio
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Writing 50 - 70%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Implement curriculum, environmental enhancements, and other activities with children.

Skill Demonstrations  
30 - 50%

**Exams:** All forms of formal testing, other than skill performance exams.

None

Exams  
0 - 0%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

None

Other Category  
0 - 0%

### **Representative Textbooks and Materials:**

STUDENTS PLEASE NOTE: DO NOT BUY TEXTBOOKS before checking with the SRJC Bookstore.

These titles are representative only, and may not be the same ones used in your class.

California Department of Education, CALIFORNIA INFANT / TODDLER LEARNING & DEVELOPMENT FOUNDATIONS, California Department of Education, Sacramento, 2009.

California Department of Education, CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS VOL 1, California Department of Education, Sacramento, 2008.

California Department of Education, CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS VOL 2, California Department of Education, Sacramento, 2010.

California Department of Education, CALIFORNIA PRESCHOOL CURRICULUM FRAMEWORK VOL 1, California Department of Education, Sacramento, 2010.

California Department of Education, CALIFORNIA PRESCHOOL CURRICULUM FRAMEWORK VOL 2, California Department of Education, Sacramento, 2011.

California Early Childhood Educator Competencies, California Department of Education and First 5 California, Sacramento, 2012.

Instructor prepared materials