

**CHLD 66.2 Course Outline as of Fall 2013****CATALOG INFORMATION**

Dept and Nbr: CHLD 66.2 Title: ADV PRACT:PROG FAM COM

Full Title: Advanced ECE Practicum: Programs, Families, and Community

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	0	17.5	Lab Scheduled	0
		Contact DHR	18.00		Contact DHR	315.00
		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:**

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

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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. Examine, assess, and reflect on the effectiveness of their ability to support early learning and development of children.
2. Develop effective curriculum planning and teaching strategies that support optimal early learning and development of children.
3. Demonstrate leadership among early childhood educators and community partners that promotes an understanding of early childhood development.

### **Objectives:**

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

1. Initiate interactions about a variety of cross-cultural child development perspectives, theory, and research with staff, colleagues, and families.
2. Plan learning experiences that support child development and learning in all domains and content areas.
3. Use knowledge of children's cultural and linguistic backgrounds, and experiences to facilitate interactions and learning.
4. Establish an environment in which children and adults feel safe to explore their emotional experiences and to receive support as needed.

5. Provide activities and organize the learning environment to support the development of children's self-regulation.
6. Model effective strategies for communicating with children to families and student teachers and adapt strategies to meet diverse developmental needs.
7. Facilitate conversations among early childhood educators concerning developmentally appropriate practice that is responsive to the learning strengths, interests, and needs of individual children.
8. Act as an advocate for diversity in the broader community and for inclusion of all children and families in early childhood programs.
9. Inform early childhood educators and community members about the importance of children's positive identity development.
10. Develop partnerships between families, programs, agencies, and community resources to promote children's well-being, development, and long-term success in school and life..

## **Topics and Scope:**

### **A. Supporting Early Learning and Development**

1. Culture, Diversity, and Equity
  - a. Respect for differences and similarities
  - b. Culturally responsive approaches
  - c. Culture and language development and learning
2. Relationships, Interactions, and Guidance
  - a. Supporting emotional development
  - b. Social-emotional classroom climate
  - c. Socialization and guidance
3. Family Engagement
  - a. Communication with families
  - b. Parent conferences

### **B. Planning and Guiding Early Learning and Development**

1. Child development and learning
2. Facilitating child development and learning
  - a. Role of the family
  - b. Developmentally appropriate practice
  - c. Learning through play
  - d. Individualized developmental expectations
3. Observation, screening, assessment, and documentation
  - a. Concepts and practices of observation
  - b. Assessment instruments
  - c. Documentation of assessment data
  - d. Interpretation of assessment data to guide planning

### **C. Advancing the Early Childhood Profession**

1. Child development and learning
  - a. Communicating knowledge of child development and learning
  - b. Facilitating conversations regarding child development and learning
2. Culture, diversity, and equity
  - a. Culturally responsive approaches
  - b. Language development and learning
  - c. Inclusive learning environments
3. Supporting children's emotional development
  - a. Emotions
  - b. Empathy
  - c. Self-regulation

- d. Family support
- 4. Community engagement
  - a. Communication with community partners
  - b. Use of community resources
  - c. Advocacy for early childhood development and learning

### Assignment:

Assignments may include but are not limited to:

1. Using the California Early Childhood Educator Competencies and National Board of Professional Teaching Standards, complete a written personal assessment of skills, abilities and dispositions to design personal goals for professional growth.
2. Write 2-3 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. Plan, create, and implement a community action project advocating the importance of early childhood development and learning.

### 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 final exam

Writing  
50 - 70%

**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
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Other Category 0 - 0%
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**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