

**CHLD 66 Course Outline as of Fall 2018****CATALOG INFORMATION**

Dept and Nbr: CHLD 66 Title: INTERMED ECE PRACTICUM

Full Title: Early Childhood Care and Education Practicum

Last Reviewed: 12/11/2017

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	6.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	6.00	Lab Scheduled	9.00	8	Lab Scheduled	157.50
		Contact DHR	0		Contact DHR	0
		Contact Total	12.00		Contact Total	210.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

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:**

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 Program site. Under the supervision of the course instructor and mentor teachers, students will apply previous understanding of developmental theory to classroom practice. 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; classroom organization and management; curriculum development and implementation; professionalism and ethics; utilizing anecdotal observations and teaching as a member of a team.

**Prerequisites/Corequisites:**

Course Completion with a grade of C or better of CHLD 10, CHLD 51 and CHLD 90.4

**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

**Limits on Enrollment:**

Health or Safety: "All personnel, including the licensee, administrator and volunteers, shall be in good health and shall be physically and mentally capable of performing assigned tasks. ... good physical health shall be verified by a health screening, including a test for tuberculosis, performed by or under the supervision of a physician not more than one year prior to or seven

days after employment or licensure. (22 Ca. Code of Regs. 101216(g).

California Health and Safety Code Section 1596.7995.: (a) (1) Commencing September 1, 2016, a person shall not be employed or volunteer at a day care center if he or she has not been immunized against influenza, pertussis, and measles. Each employee and volunteer shall receive an influenza vaccination between August 1 and December 1 of each year.

**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 2012	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**  
CID Descriptor: ECE 210 Practicum in Early Childhood Education  
SRJC Equivalent Course(s): CHLD66

**Certificate/Major Applicable:**  
Both Certificate and Major Applicable

**COURSE CONTENT**

## **Student Learning Outcomes:**

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

1. Apply previous child development knowledge to plan, implement and evaluate developmentally and culturally appropriate curriculum in the early childhood classroom.
2. Demonstrate competence in implementing classroom routines and procedures as part of a teaching team.
3. Utilize naturalistic observation of young children to inform curriculum, environment design, and child assessment.
4. Develop skills to interact with children in ways that promote social-emotional development and emerging social skills.
5. Assess their teaching experiences using reflective practice to build developmentally and culturally appropriate classroom practices.

## **Objectives:**

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

1. Demonstrate an understanding of child development theory and research as it relates to curriculum development, and teaching strategies for all young children.
2. Use naturalistic observation and common assessment tools to develop an individual child portfolio that includes developmental information.
3. Describe and evaluate the environments and routines that support the curriculum, developmental skills, and the interactions of children and teachers.
4. Apply appropriate individual and group guidance techniques with children, including problem solving and conflict resolution.
5. Demonstrate appropriate professional and ethical behaviors, dispositions, and skills, including effective communication and collaborative skills in the early childhood setting.
6. Use reflective practice to assess personal skills, abilities, and dispositions as a developing teacher.
7. Use effective verbal and written communication skills in curriculum planning.
8. Conduct small and large group activities while supervising varying group sizes of children in the classroom.

## **Topics and Scope:**

### **I. Roles of the Teacher**

#### **A. Role of the student teacher in the classroom**

1. Practicum requirements, duties and responsibilities
2. Community Care Licensing requirements
3. Professionalism and ethics

#### **B. Guiding young children's learning and development**

1. Creating routines
2. Designing appropriate learning environments
3. Applying instructional support techniques
  - a. Facilitating play and learning
  - b. Scaffolding techniques
  - c. Using questions and prompts
  - d. Building vocabulary and using academic language
4. Using the California Preschool Learning Foundations and other standards to inform curriculum and interactions

#### **C. Classroom supervision**

1. Creating a safe physical environment
2. Supervising large and small groups
3. Using dual focus techniques

- D. Relationships and interactions with young children
  - 1. Effective communication strategies with children
  - 2. Appropriate individual guidance and group management strategies
    - a. Limit Setting
    - b. Redirection
    - c. Conflict resolution
    - d. Positive phrasing and engaging cooperation
  - 3. Relationship building with young children
    - a. Primary care and one-on-one interactions
    - b. Age-appropriate language and communication techniques
    - c. Individually and culturally appropriate practices
    - d. Home language in the classroom
  - 4. Effective strategies for guiding children with challenging behaviors
- E. Qualities of effective teachers
  - 1. Communication with colleagues and staff
  - 2. Participation as a member of a collaborative teaching team
  - 3. Organization and management of the classroom
  - 4. Self-reflection and personal assessment
  - 5. Ethical conduct and decision making
- F. Career and professional development\*
  - 1. Career pathways
  - 2. Educational requirements
  - 3. California Child Development Permit system
  - 4. Professional portfolios

## II. Implementing Developmentally Appropriate Curriculum for Young Children 0-5

- A. Review of developmental characteristics
- B. Activities and experiences to support diverse learners
- C. Curriculum integration across developmental domains
- D. Activity planning and implementation
  - 1. Supporting developmental domains
    - a. Language development
    - b. Social-emotional development
    - c. Cognitive development
    - d. Physical and motor development
  - 2. Creating activities across interest areas
    - a. Language and Literacy
    - b. Math concepts
    - c. Science and sensory experiences
    - d. Visual and performing arts
  - 3. Enhancing the environment to support play
    - a. Dramatic play
    - b. Blocks
    - c. Large motor equipment and activities
    - d. Indoor/outdoor environment set-up
  - 4. Planning group gatherings
    - a. Large and small groupings
    - b. Music and movement
  - 5. Implementing multicultural and anti-bias curriculum

## III. Utilizing Documentation and Assessment

- A. Observing and recording using the Desired Results System (DRDP)
  - 1. Writing anecdotal records
  - 2. Organizing observations using the DRDP

- B. Creating authentic assessments
  - 1. Collecting samples and artifacts
  - 2. Developing the individual child portfolio
  - 3. Creating Learning Stories
- C. Using observations and child assessments to design

\*This topic is covered in lecture only. All other topics are covered in both the lecture and lab parts of the course.

**Assignment:**

Assignments may include but are not limited to:

Lecture Related Assignments:

- 1. Weekly reading assignments (approximately 15-20 pages)
- 2. Written observations of children, teachers, the program and curriculum (approximately 5 at 3-5 pages)
- 3. Complete a partial Desired Results Developmental Profile for one child in the practicum placement using a minimum of 20 anecdotal observations (included in portfolio)
- 4. Written developmental profile of one child in the classroom

Lab Related Assignments:

- 1. Participate actively in weekly practicum meetings and discussions
- 2. Written plans, implementation and written evaluation of curriculum activities and environmental enhancements to use with children during the practicum placement (approximately 7-10 plans; each will include a written plan of 5-7 pages, implementation and a 2-3 page evaluation).
- 3. Add a multicultural component to one curriculum plan
- 4. Participate effectively in the daily program with children and staff
- 5. Complete midterm and final self-evaluations

**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
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Writing 20 - 40%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None
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Problem solving 0 - 0%
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**Skill Demonstrations:** 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%

**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.

Attendance and participation, self-evaluations and faculty performance standards evaluation

Other Category  
10 - 20%

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

California Infant/Toddler Learning and Development Foundations. California Department of Education. 2009 (classic)

California Preschool Learning Foundations Vol. 1. California Department of Education. 2008 (classic)

California Preschool Learning Foundations Vol. 2. California Department of Education. 2010 (classic)

California Preschool Learning Foundations Vol. 3. California Department of Education. 2012 (classic)

California Preschool Curriculum Framework Vol. 1. California Department of Education. 2010 (classic)

California Preschool Curriculum Framework Vol. 2. California Department of Education. 2011 (classic)

California Preschool Curriculum Framework Vol. 3. California Department of Education. 2013 (classic)

(Note: The above documents are available online in PDF format. The students may choose to access these documents electronically free of charge.)

To Teach Well - An Early Childhood Practicum Guide. Gordon, Ann and Browne, Kathryn. Pearson Education. 2009 (classic)

Instructor prepared materials