



El Camino College/Compton Education Center Childhood Education Department

<http://www.elcamino.edu/academics/behavioralsocial/childhooded/index.asp>



Preparing Childhood Education Professionals and Life-long Learners

The mission of the El Camino College Childhood Education Program is to provide relevant coursework, exemplary role models, and sound pedagogy to successfully prepare childhood educators to earn the required permits or degrees that will enable them to teach in diverse settings, to positively influence students and families in their communities, and to serve as advocates for children and the childhood education profession.

Child Development 169 – Child Development Practicum II

Fall 2009

Section Number: 2198 Units: 3

Class Day and Time 3.5 hours per week TBA

Class Meeting: Tuesdays 4:00 to 6:10

Location: ARTB 305

Instructor: Janet Young

Office: ARTB 326B

Phone: 310 660-3593 ext. 3613

Email: jyoung@elcamino.edu (email is the best way to reach me)

Office Hours:

Monday 5:30 to 6:30pm (on campus) Tuesday 1:00 to 2:00pm (on campus)

Wednesday 10:00am (online) Thursday 11:00 to 12:00pm (on campus)

Prerequisite

Child Development 150 or 152; Child Development 104, 107, 108 and 110; One course from Child Development 116, 117, 118, or 119 with a minimum grade C.

TB Test

Proof of a negative TB test is required on the first day of class.

Note: This course includes 3.5 hours of work in a preschool classroom under the direction of a mentor teacher and a class meeting at 4:00pm on Tuesdays. The practicum may not be conducted in our own classroom at your worksite.

Catalog Description

This practicum provides students with supervised experience working with infants, toddlers and young children with special needs in a variety of early intervention and educational settings such as self-contained or fully-included day care programs, regional centers or early childhood classrooms. Students will assist in the planning and implementation of intervention strategies and will work collaboratively with families as well as early intervention and special education professionals. Students will develop communication skills that are culturally sensitive towards the unique needs of children and families of children with special needs.

Course Objectives

1. Assist in the implementation and design of an individualized intervention program such as the Individualized Family Service Plan (IFSP) and Individualized Education Plan(IEP).
2. Apply techniques for assisting teachers in the assessment of infants, toddlers, and young children with special needs.
3. Create and adapt instructional and/or curriculum objectives for typically and atypically developing infants, toddlers, and young children.
4. Demonstrate appropriate guidance strategies for infants and young children with special needs in a classroom setting.
5. Implement intervention strategies for infants, toddlers and young children with special needs.
6. Collect and analyze data to determine the progress of infants, toddlers and young children with special needs.
7. Create and implement criteria for evaluating effective teaching methods for infants, toddlers and young children with special needs.
8. Develop and adapt instructional and/or curriculum objectives for typical and atypical infants, toddlers, and young children.
9. Examine the need for cultural sensitivity in working with parents of children with special needs.
10. Collaborate and communicate with other professionals such as speech therapists or school psychologists in the field of special education and related services.
11. Identify best practices in early special education and early intervention.
12. Research professional opportunities in the field of special education.
13. Develop a professional portfolio as preparation for employment.

Overarching Student Learning Outcomes

1. Design, implement and evaluate curriculum activities that are based on observation and assessment of young children with special needs.
2. Critically assess one's own teaching experiences to guide and inform practice in classrooms that serve children with special needs.

Assignment and Evaluation Overview

Practicum:

- Complete (3.5 hours per week) of student teaching for a total of 45 hours
- Plan and implement a minimum of 8 Activity Plans at the assigned school.
- Plan and implement at least two full mornings (or afternoons) at the assigned school.

Assignments

1. Journal Entries (submitted weekly)
2. Observation Assignment
3. Professional Portfolio

Evaluation

1. Students and mentors will complete a written evaluation for each of the 8 activity plans.
2. Students and mentors will complete a written evaluation for 2 full morning (or afternoons).
3. Mentors will complete a written evaluation of students at mid-term and at the end of the semester.

Grading Criteria

1. Students will be observed by the college instructor during the semester.
- 2.
3. All assignments must be complete in order to receive a passing semester grade.
4. Final grades will be based on both written work and demonstrated skills as a teacher of young children. Evaluation of demonstrated skills will be based on observation of the college instructor and mentor teacher.