



**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Child Development 126  
**Descriptive Title:** Child Development Practicum II  
**Course Disciplines:** Child Development/Early Childhood Education  
**Division:** Behavioral and Social Sciences

**Catalog Description:**

In this course, students will apply and implement developmental teaching theories in an early childhood education setting under guided supervision. The course includes planning, demonstrating, and evaluating learning experiences for children. This course covers aspects of teaching such as strategies for working with children and adults, classroom management skills, program philosophies, and techniques for gaining employment.

**Conditions of Enrollment:**

**Prerequisite:** Child Development 104 AND Child Development 108 AND Child Development 150 or Child Development 152 AND two courses from: Child Development 115, Child Development 116, Child Development 117, Child Development 118, Child Development 119 with a minimum grade of C in each prerequisite course.

One of these courses may be taken concurrently with Child Development 126.

<b>Course Length:</b>	<b>X Full Term</b>	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	<b>2.00 hours per week</b>	<b>TBA</b>
<b>Hours Laboratory:</b>	<b>3.00 hours per week</b>	<b>X TBA</b>
<b>Course Units:</b>	<b>3.00</b>	

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: Prior to July 1992  
**Transfer UC:** No

**General Education:**

El Camino College:

CSU GE:

IGETC:

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Designing Curriculum  
Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
2. Self-Assessing Teaching  
Critically assess one's own teaching experiences to guide and inform practice.
3. Children's Needs  
Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences for young children.
  - Field work
2. Demonstrate and evaluate teaching and classroom management strategies such as guiding behavior, developing routines and arranging schedules.
  - Term or other papers
3. Formulate techniques for working with adults in early childhood education programs such as coordinating curriculum plans and conducting parent-teacher conferences.
  - Field work
4. Based on current research, evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
  - Term or other papers
5. Formulate methods for evaluating individual developmental needs of children in the cognitive, psychosocial and physical domains of development to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
  - Term or other papers
6. Employ child observation and documentation techniques in child care settings in order to make adaptations for children with diverse abilities, learning styles, and temperaments.
  - Field work
7. Plan, implement and evaluate learning experiences to meet individual and group needs including children with special needs.
  - Field work
8. Analyze professional opportunities in the field of early childhood education as preparation for employment.
  - Other (specify)
  - Development of a professional portfolio
9. Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
  - Term or other papers

- 10. Model and facilitate appropriate problem solving, conflict resolution strategies, and social behavior.
  - Field work
- 11. Demonstrate professional written and verbal communication skills for use with staff and families.
  - Term or other papers

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

<b>Lecture or Lab</b>	<b>Approximate Hours</b>	<b>Topic Number</b>	<b>Major Topic</b>
Lecture	2	I	Introduction to the Course A. Overview of Course Requirements B. Guidelines for Student Teachers C. Professional Expectations D. Appropriate Behaviors E. Role of the Mentor Teacher F. Role of the Mentee
Lecture	3	II	Developing and Integrating Curriculum Across Content Areas A. Language B. Literacy C. Math D. Biological and Physical Science E. Social Studies F. Visual and Performing Arts G. Creative Art H. Creative Movement I. Outdoor Play
Lecture	3	III	Evaluating Teaching and Learning Experiences A. Components of the Authentic Evaluation Process B. Self-Evaluation and Reflection C. California State Learning Standards and Assessment Tools
Lecture	2	IV	Positive Child Guidance A. Observing and Documenting Behavior B. Developing Intervention Plans C. Positive Guidance Techniques D. Appropriate Language E. Realistic Expectations F. Natural Consequences G. Problems with Time Out
Lecture	4	V	Developing and Presenting Learning Activity Plans A. Components of Activity Plans B. Objectives and Concepts C. Integrated Related Activities D. The Environment as a Learning Tool E. Curriculum Development Cycle 1. Observation

			<ul style="list-style-type: none"> <li>2. Planning</li> <li>3. Implementation</li> <li>4. Evaluation</li> <li>5. Documentation</li> </ul> <p>F. Understanding Typical Teaching and Non-Teaching Activities in Early Childhood Settings</p>
Lecture	3	VI	<p>Relationships with Parents</p> <ul style="list-style-type: none"> <li>A. Parent-Teacher Conferences</li> <li>B. Parent Involvement</li> <li>C. Communicating Effectively with Parents   <ul style="list-style-type: none"> <li>1. Written Communication Skills</li> <li>2. Verbal Communication Skills</li> </ul> </li> </ul>
Lecture	3	VII	<p>Staff Relationships</p> <ul style="list-style-type: none"> <li>A. Potential Problems and Solutions</li> <li>B. Team Teaching</li> <li>C. Working with Administrators</li> </ul>
Lecture	2	VIII	<p>Professional Portfolios</p> <ul style="list-style-type: none"> <li>A. Design</li> <li>B. Development</li> </ul>
Lecture	3	IX	<p>Employment in the Early Childhood Education Field</p> <ul style="list-style-type: none"> <li>A. Interviews</li> <li>B. Appropriate Behavior and Dress</li> <li>C. Professional Portfolio Presentations</li> <li>D. Filling Out Job Applications</li> <li>E. The Application Process</li> <li>F. Job Searchers</li> <li>G. Completing Job Applications</li> <li>H. Preparing for Interviews</li> </ul>
Lecture	3	X	<p>Professional Standards</p> <ul style="list-style-type: none"> <li>A. State Educational Requirements for Preschool Teaching <ul style="list-style-type: none"> <li>1. California Career Ladder Programs</li> <li>2. Degrees and Certificates</li> </ul> </li> <li>B. Stages in Teaching</li> <li>C. Professional Growth Opportunities</li> </ul>
Lecture	2	XI	<p>Advocacy</p> <ul style="list-style-type: none"> <li>A. Local, Statewide, National and World-Wide Organizations</li> <li>B. Early Childhood Educators as Agents of Change</li> <li>C. Advisory Boards</li> </ul>
Lecture	6	XII	<p>Current Topics and Issues</p> <ul style="list-style-type: none"> <li>A. Behavior Issues</li> <li>B. Evaluations</li> <li>C. Curriculum Design</li> <li>D. Ethical and Philosophical Issues</li> <li>E. Relationships with Coworkers</li> <li>F. The Mentor Teacher/Student Teacher Relationship</li> </ul>
Lab	54	XIII	<p>TO BE ARRANGED HOURS</p> <p>Supervised Field Work in a Predetermined Practicum Site</p>

<b>Total Lecture Hours</b>	36
<b>Total Laboratory Hours</b>	54
<b>Total Hours</b>	90

**IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS**

**A. PRIMARY METHOD OF EVALUATION:**

Substantial writing assignments

**B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**

Develop a two- to three-page learning activity that will assist the children in developing receptive or expressive language skills. Include the objectives, concepts, advanced preparation, materials procedures, and integrated related activities.

**C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. Develop a professional portfolio to present to a prospective employer. Include a table of contents, philosophy statement, resume, transcripts, proof of immunization and LiveScan results, sample activity plans, professional development activities, copies of certificates/permits/degrees, letters of recommendation, as well as pictures and descriptions of teacher-created activities and materials.
2. Present a learning experience based on your written activity plan to the children at your placement site. Review your mentor’s evaluation of this learning experience. Using the ratings and comments provided by your mentor, evaluate your own performance on the evaluation form. Analyze both evaluations and explain the elements of the lesson that you believe were effective and describe what you would do differently to improve this learning experience for the children. Include references to developmentally appropriate practices as fitting.

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

- Laboratory reports
- Field work
- Class Performance
- Term or other papers
- Other (specify):
  - Presentation
  - Journal (kept regularly throughout the course)

**V. INSTRUCTIONAL METHODS**

- Demonstration
- Discussion
- Group Activities
- Guest Speakers
- Laboratory
- Lecture
- Multimedia presentations
- Role Play
- Simulation

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

**VI. WORK OUTSIDE OF CLASS**

- Study
- Skill practice
- Required reading
- Written work
- Journal
- Observation of or participation in an activity related to course content

**Estimated Independent Study Hours per Week: 6**

**VII. TEXTS AND MATERIALS****A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS****B. ALTERNATIVE TEXTBOOKS**

Course packet provided by the instructor.

**C. REQUIRED SUPPLEMENTARY READINGS****D. OTHER REQUIRED MATERIALS****VIII. CONDITIONS OF ENROLLMENT****A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

<b>Requisites</b>	<b>Category and Justification</b>
Course Prerequisite Child Development-104 AND	Sequential
Course Prerequisite Child Development-108 AND	Sequential
Course Prerequisite Child Development-150 or	Sequential
Course Prerequisite Child Development-152 AND	Sequential
Course Prerequisite Child Development-115	Sequential
Course Prerequisite Child Development-116	Sequential
Course Prerequisite Child Development-117	Sequential
Course Prerequisite Child Development-118	Sequential
Course Prerequisite Child Development-119	Sequential

**B. Requisite Skills**

<b>Requisite Skills</b>
Formulate methods and evaluate individual developmental needs of children in the cognitive, psychosocial, and physical domains of development. CDEV 108 - Identify observation and assessment tools and methods used to evaluate and observe children's behavior.
Demonstrate and evaluate learning experiences for young children in a group situation. CDEV 116 - Present and evaluate art activities and curriculum for young children using a variety of art media. CDEV 118 - Plan, present, and evaluate science and math experiences to meet the needs of children from diverse cultures. CDEV 119 - Present and evaluate language arts experiences for young children. CDEV 117 - Plan, present and evaluate music and movement experience to meet the needs of children from diverse cultures. CDEV 115 - Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.
Plan, implement and evaluate learning experiences to meet individual and group needs including children with special needs. CDEV 150 - Analyze the classification criteria for children with special needs and determine the specific programs or educational approaches that will meet their needs. CDEV 152 - Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.
Understand and be sensitive to the diverse needs of families and be able to work effectively with them. CDEV 104 - Compare and contrast diverse family structures, parenting styles. culture, tradition and values and their impact upon children and youth.

**C. Recommended Preparations (Course and Non-Course)**

<b>Recommended Preparation</b>	<b>Category and Justification</b>

**D. Recommended Skills**

<b>Recommended Skills</b>

**E. Enrollment Limitations**

<b>Enrollment Limitations and Category</b>	<b>Enrollment Limitations Impact</b>

Course created by Antoinette Phillips on 11/01/1987.

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 11/18/2018**

Last Reviewed and/or Revised by Janet Young  
19594

Date: 9/25/2018