

CLDDV 127: Infant and Toddler Lab Practicum (3 Units)

Section 4808

Spring 2015

1/12/2015-4/9/2015

7:15-11:45 Lab: Tuesday and Thursday, Lecture: Tuesday 12:00 – 1:05

Wawona portable #3 and #4 West Campus

**Instructor:** Linda Stephan

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**Office hours:** 3:00p.m.-5:30p.m. Thursday 3:00p.m.-5:30p.m.

**REQUIRED TEXT:**

Sterling Honig, A. (2002) *Secure Relationships; Nurturing Infant/Toddler Attachment in Early Care Settings*. National Association for the Education of Young Children. Washington, D.C.

Dodge, D. T., Rudick, S, & Berke, K. (2006) *The Creative Curriculum for Infants and Toddlers*. Second ed. Teaching Strategies Inc., Washington D.C.

Harms., T., Cryer, D., & Clifford R. M., ( 2006) *Infant/Toddler Environment Rating Scale Revised Ed.*, Teacher College Press; New York; N.Y.

**INTERNET RESOURCES:**

Title 22 Licensing: D.S.S. Regulations/Infant Care Centers.

<http://www.dss.cahwnet.gov/ord/PG587.htm>

**OPTIONAL READINGS:**

Herr, J. & Swim, T. (2001) . *Creative resources for infants and toddlers*. NY: Delmar.

**PRE-REQUISITES:**

Satisfactory completion of CLDDV 121 and CLDDV 125

**COURSE DESCRIPTION:**

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision in an infant/toddler classroom. Students utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families, child centered, play-oriented approaches to teaching, learning, and assessment. Knowledge of care routines and relationship based content areas will be emphasized as student teachers design, implement, and evaluate experiences that promote positive development and learning for all young children while supporting an inclusive and culturally diverse environment. Students

will support IFSP goals and may include participation in an educational meeting. This course is a capstone to the Child Development Program. Students are encouraged to be near completion of their major coursework when they enroll. Field trips might be required. (A-F or P/NP) Transfer: (CSU) (CC: CHILD16)

**COURSE LEARNING OUTCOMES**

Upon satisfactory completion of this course, the student should be prepared to:

1. Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive, and challenging learning environments for all infant/toddlers.
2. 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 infant/toddlers.
3. Design, implement, and evaluate curriculum activities that are based on observation and assessment of young infant/toddlers.
4. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children infant/toddlers and adults.
5. Critically assess one's own teaching experiences to guide and inform practice.

**CLASS FORMAT**

On site student teaching demonstrations, class discussion, student journals , audio-visual media, and guest speakers.

**COURSE REQUIREMENTS:**

	ACTIVITY	POINTS	DUE DATE
1.	Scavenger Hunt	10	January 15, 2015
2.	Health and Safety Checklist	10	January 20, 2015
3.	Binder & Professional Growth	30	January 20 -ongoing
4.	Licensing/DAP Best Practice Pre Test	10	January 20, 2015
5.	Running Record Observation	10	February 19, 2015
6.	Out of class chapter review sheets	5 @ 20 100 maximum	As assigned
7.	Set up the environment for 4 “experiences” includes extensions	25 points ea.	As assigned

8.	ITERS	50	April 2, 2015
9.	Licensing / DAP Best Practice Post Test	10	April 2, 2015
10.	Journal:- Self Reflection	30	Twice weekly
11	In Class Lab Participation	120 (5 max daily)	January 13-April 9
12.	Complete 4 anecdotal observations per day. (20 days x 4 = 80)	100	January 13 – April 9
13.	Extra Credit: attend Home Visit or Related Workshop.	10	As assigned
Total Points:		580/590	

### **GRADING**

522-580	A	464-521	B
406-463	C	348-405	D

### **ACTIVITY DESCRIPTIONS**

- 1. Scavenger Hunt. Student will conduct a scavenger hunt to identify the appropriate location of a variety of materials found in the Infant Toddler center.**
  
- 2. Health and Safety Screening Tool**  
**Students will complete an extensive national health and safety checklist prior to the start of the program in small groups. Based on findings, the instructor will guide the students as to how to correct any health and safety concerns identified by screening.**
  
- 3. Binder: Student will keep contents given at lecture in a binder. Binders will graded based on organization and total number of documents in the binder. A rubric will be provided by instructor.**
  
- 4. Licensing/ DAP Pre Test. Students will complete a pre-test that includes: short answer, multiple choice, and true and false. The pretest is to determine current knowledge of licensing and DAP best practices.**
  
- 5. Running Record Observation. Student will select one child from primary care group to observe and complete a running record observation. Format will be provided by instructor.**

6. **Reading Assignments:** Students will complete a total of five reading worksheet assignments that will include short answer, true and false questions and fill in.
7. **Experiences:** Student will plan an age appropriate experience based on prior anecdotal observations. Students will use hand out to fill in as a guide to planning. Student will reflect and evaluate how to extend experience on second presentation. Student should consider the total scope of possible experience from simple to complex.
8. **ITERS:** Student will complete the Infant Toddler Environmental Rating Scale tool on one selected classroom. Student will then share findings with the center team in the lecture classroom setting.
9. **Licensing/ DAP Post Test.** Students will complete a post-test that will include short answer, multiple choice, true and false. The post test is to determine current knowledge of licensing and DAP best practices.
10. **Students will write weekly entries in their journal using reflective practices. Entries can include reflection of on the floor experiences and/or reflection of information provided at lecture.**
11. **Students will participation in the set up and clean up, safety check, and on the floor participation of caring for toddlers using PITC and DAP Best Practices. Students will earn 5 points per session for participation.**
12. **Observations: Students will complete four anecdotal observations per session using the following headings:**

<b>Child's Name:</b>	<b>DOB:</b>
<b>Child's age:</b>	<b>Date and Time:</b>
<b>Observer:</b>	<b>Focus:</b>
<b>Setting/Area:</b>	
<b>Include comments/Interpretations</b>	
13. **Extra Credit: Up to 10 points of extra credit may be earned by arrangement of a special assignment agreed upon by student and instructor.**

**FINAL EXAM SCHEDULE:**

<http://www.mjc.edu/instruction/finalschedule.php>

## **POLICIES**

### **STUDENT CONTRACT:**

**Students will receive and will be asked to sign a student contract that will address topics such as confidentiality, professionalism; code of ethics, eligibility, attendance etc.**

### **CELL PHONES**

**Students using their cell phone while on the floor with children will be asked to leave for the day. They will not receive any participation points on that day.**

### **SUBMISSION OF ASSIGNMENTS**

Emailed work will not be accepted. Late work will be accepted up to one week after the due date. Late work will have 20% of earned points deducted.

### **ACADEMIC ETHICS**

Students are expected to share ideas, suggestions, resources and information, and are often able to work together cooperatively to complete a task. However, cheating and plagiarism will result in an “F” grade. This will apply to all persons involved. Plagiarism is representing the work of someone else as your own and submitting it to fulfill academic requirements without giving credit to the original author.

## **CDTC Grant Program**

### **Community College Grant Program: Eligibility Requirements**

- Do you work in a licensed program with children ages 0-5, kindergarten, before/after school or off-track care? Are you a licensed day care provider?
- Do you provide child care in an adult education setting, at a private school site, in a facility where parents are on-site or a co-op?
- All of the above qualify you to become a Participant in our Child Development Training Consortium grant.

<http://www.mjc.edu/instruction/fcs/grant.php>

### **LIBRARY & LEARNING CENTER**

**East – Library Building**

**West – Yosemite Hall 235**

<http://libcal.mjc.edu/hours.php>

## **STUDENT SUCCESS/SUPPORT SERVICES**

Please provide letters of accommodations from Disability Services within the first week of the course.

Getting through college takes a lot more than just studying. MJC offer tools and success strategies to ensure you make a seamless transition to college life. From study skills and tutoring to health services and counseling, our services will help ensure nothing gets between you and your educational goals!

You can explore other resources available to you by visiting the MJC Website, Student Services, See Web page - <http://mjc.edu/>

Cell phones may not be on the floor with the students.

**“Allow the child to be authentic, to move, to feel the way they move,  
appreciating them for what they are.” Magda Gerber**

