

**MT. SAN ANTONIO COLLEGE**  
**CHLD 69 (2 units) (#21590)**  
**EARLY CHILDHOOD DEVELOPMENT FIELD WORK SEMINAR**  
**FALL 2016 M 6:30-8:35 PM**  
**EARLY CHILDHOOD DEVELOPMENT FIELD WORK (1 unit)**

**PH# 909 274-4645**  
**email: thenry@mtsac.edu**  
**(Messages only, no assignments)**  
**Office Hours: M 12:30-3:00 PM**  
**T 12:30-3:00PM**

**CHLD 69 COURSE DESCRIPTION:** Selected student teaching problem-solving topics related to placement in community sites. Topics include philosophical orientation, curriculum, parent involvement, staff relations, professionalism and professional growth.

**CHLD 91 COURSE DESCRIPTION:** A teacher-supervised work experience course which permits students to apply early childhood development principles in community preschools. A minimum of 60 non-paid or 75 paid hours per semester of supervised work is required for one unit. Hours per week should be equally distributed throughout the semester. Documentation of influenza, pertussis, and measles immunization and TB clearance required by SB792.

**COURSE PREREQUISITE:** CHLD 67 & CHLD 67L

**COURSE OBJECTIVES (STUDENT LEARNING OUTCOMES):**

At the completion of this course, the CHLD 69 student will:

- Demonstrate and promote the essential components of developmentally, culturally, and linguistically appropriate practices.
- Understand the relationship between collaborate team work and quality services for children and families.
- Demonstrate and model appropriate guidance and conflict resolution techniques children to support each child's social and emotional development.
- Create a professional portfolio and demonstrate job interview skills necessary for attaining employment in the ECE field.
- Articulate a research-based philosophy that supports best practices.
- Demonstrate ability to effective conduct comprehensive parent education meetings.
- Practice self-assessment and reflective dialogue to identify an action plan for professional development. At the completion of this course, the CHLD 91 student will:

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- Integrate job-related skills as required at school site by teacher-supervisor-mentor.
- Evaluate clients, philosophy and organization of school site and develop objectives and strategies to support the evaluated need.
- Identify specific teaching problems at work site and apply problem-solving techniques.
- Organize reports of progress in meeting objectives for children and in achieving teaching objectives.
- Evaluate personal strengths and competencies with college instructor and teacher-supervisor.

**TEXTBOOK:** *California Preschool Program Guidelines* by California Department of Education (2015).  
*California Early Childhood Educator Competencies* by California Department of Education (2012).

**CHLD 91 students must complete 60 hours (non-paid) or 75 hours (paid) at a designated Mentor Site. Students are responsible for locating a mentor, establishing a fieldwork schedule, completing required paperwork and collecting required signatures before starting their fieldwork experience. Students can work with the Mentor to arrange hours per week equally distributed throughout the semester OR front load the hours towards the beginning of the semester (for example, 5 hours X 2 days per week =10 hours X 6 weeks = 60 hours). All hours must be completed by December 2, 2016.**

**IMMUNIZATION/TB CLEARANCE:** Before a student can register for CHLD 91, the student must provide documentation of influenza, (TDap) pertussis and measles immunization, as well as TB clearance, as required by California law SB792. Detailed instructions can be found at <http://www.mtsac.edu/cdc/immunization/>.

<b>CHLD 69 COURSE GRADES</b>	<b>Maximum</b>	
<b>Professional Portfolio (Part I &amp; II @ 30 points each)</b>	60	
<b>Teaching Kit (1 @ 30 points)</b>	30	<b>270-300 A Excellent – exceeds standard</b>
<b>Mock Job Interview (1 @ 30 points)</b>	30	<b>240-269 B Good – meets standard</b>
<b>Parent Education Meeting (1 @ 60 points)</b>	60	<b>210-239 C Average – approaches standard</b>
<b>Group Processes (4 @ 10 points each)</b>	40	<b>180-211 D Poor – below standard</b>
<b>Exams (1 @ 30 points each)</b>	30	<b>179↓ F Fail</b>
<b>Final Exam (1 @ 50 points)</b>	<u>50</u>	
<b>Total Possible Points</b>	<b>300</b>	

**Work experience forms:** Students must complete their paperwork (Forms WE 1-4) by the designated time to receive a unit of credit. No paperwork will be accepted during the week of finals. Failure to process and present paperwork in a timely manner will result in no credit, and work experience hours will become null and void.

### CHLD 91 COURSE CREDIT/NO CREDIT GRADE RUBRIC

<b>Forms</b>	<b>Signatures Required</b>			<b>Points</b>	<b>Scale</b>
	<b>Student</b>	<b>Instructor</b>	<b>Mentor</b>		
W.E. (Work Experience)					163 = CR <163 = No CR
W.E. - Blue (establishing objectives)	✓	✓	✓	10	
Request for Mentor (placement/completion forms)	✓	✓	✓	10	
W.E. - Green (visitation)		✓	✓	10	
W.E. - Gold (objectives met)			✓	10	
60/75 Hours (sign in/out sheet)			✓	60	
Fieldwork Journal	✓			60	
ECERS evaluation				30	

① **Professional Portfolio (Part I & II)** (2 @ 30 points each)

Students will develop and portfolio to introduce themselves to their mentor teacher (part I) and develop a portfolio in preparation for a job interview (part II).

② **Teaching Kit** (1 @ 30 points)

Students will assemble a small collection of interactive, developmentally appropriate children’s materials for activities at their field site. It is important for you to be prepared to participate at the request of your mentor teacher. Be prepared to take this kit with you on your first visit and following visits to your field site.

③ **Mock Job Interview** (1 @ 30 points)

Students will participate in a mock job interview and be evaluated by a job interview expert from the Mt. SAC Career Services Department.

④ **Parent Education Meeting** (1 @ 60 points)

This is a small group collaborative project, in which students simulate a parent information and educational meeting. Students will plan, present, and evaluate the process.

⑤ **Group Processes** (4 @ 10 points each)

Students will work in collaborative groups processing and exploring different issues during class time. It is imperative that students be prepared to participate as contributing members of the group. Each group process is worth 10 points and there is no make-up for missed group processes.

⑥ **Exams** (1 @ 30 point, 1 final exam @ 50 points)

There will be 1 exam worth 30 points and a final exam worth 50 points. A scantron (#886-E) and a #2 pencil will be needed for each exam. A final exam administered in accordance with the final exam schedule printed in the Schedule of Classes.

⑦ **Early Childhood Environment Rating Scale – Revised (ECERS-R)** (30 points for CHLD 91)

Students will complete the ECERS-R tool to assess and evaluate the physical setting of their field site.

⑧ **Fieldwork Journal** (1 @ 60 points for CHLD 91)

Students will maintain a journal to communicate and evaluate their experiences at their field site.

**CLASS ATTENDANCE & TEAM WORK:**

If we are going to work together, then we have to count on each other to be in class physically and mentally. Noticeable patterns of absences or lack of preparedness affects each of us because it decreases our opportunities to exchange ideas and learn. As preparation for class participation, assigned sections of the textbook are to be read prior to the assigned class date. I expect class discussions to be positive, lively, respectful, and substantive while adhering to principles of respect and civility. Arrive on time and plan to attend class the entire session. I take roll in each class at varying times and expect student to be present when roll is called. Students are responsible for all material covered during a class absence. Please notify the instructor in the event of a planned absence.

There are no “excused absences”, you’re either in class or you’re not. Habitual lateness, leaving early and/or excessive absences (more than 1) will result in a reduction of your total points earned (5 points per absence) and may result in the student being dropped from the class. Students who are unengaged, disruptive, argumentative, engaged in side-bar conversations will be instructed to leave class for the remainder of the period and forfeit all assigned points for the day. Students attending a *college-authorized* field trip will not be penalized for absences as long as the student provides written evidence one week prior to the scheduled field trip.

The instructor calls “roll” once during class. All students are expected to be present when roll is called. If you are not present when your name has been called, you are considered absent. Chronic tardiness and leaving early is disruptive and discourteous for the students and the instructor. Students who are chronically tardy, leave early or absent may be dropped from the class by the instructor. There is a 5 point deduction per absence. 2 tardies/leave early = 1 absence.

**LATE ASSIGNMENTS / MISSED SESSIONS:** All assignments are due at the beginning of class on the due date. All assignments received after this time are considered late. Late assignment may be turned in up to one week late for a maximum of 50% of the point value for the assignment. I will not comment on any late assignment for any reason, which means you lose a key opportunity to improve your understanding of the topic. Students are responsible for all information covered in every class session. Make an acquaintance with another student who can obtain handouts or information if you miss a class session. *All work is due the week prior to the final exam – no work is accepted beyond this date.*

**DROP / WITHDRAWAL:** It is the student’s responsibility to drop the class if you do not intend to complete the course. Consult the schedule of classes for drop/withdrawal dates. If a student has stopped attending class but has not dropped, the instructor is required to give the student a letter grade. In most cases, this is an “F” grade, recorded on your permanent academic transcripts.

**PHONES & ELECTRONIC DEVICES:** Students must silence phones and electronic devices while class is in session. Students are not allowed to interact with phones during class time, go in and out of class to handle phone calls or text messages since this is disruptive to other students and the instructor. Students who interact with phones or electronic devices during class time will be asked to leave class and will forfeit all assigned points for the day. Students who interact with phones during a quiz or exam will receive 0 points on the quiz or exam.

## **WRITTEN ASSIGNMENTS**

All assignments must be typed, with 1" right, left and top and bottom margins and a standard, easy to read 12 font. Do not use elaborate fonts. Your written response should be clear and thorough using proper grammar, correct spelling and whole sentences in paragraph format.

**PLAGERISM AND DISHONESTY:** Mt.SAC policy defines plagiarism as "a direct violation of intellectual and academic honesty. Although it exists in many forms, all plagiarism refers to the same act: *representing somebody else's words or ideas as one's own*" (Mt.SAC College Catalog). This can take the form of taking material from other sources, including the Internet, and deliberately failing to give credit in your paper to the original source. It can also involve improper use of citation and documentation in a way that constitutes plagiarism, even though unintended. Plagiarism is a very serious violation of academic rules. It can constitute grounds for a failing grade, probation, suspension, or even expulsion from the College. If there is any question as to whether you wrote your assignment, the instructor has the right to ask for your "supporting materials" such as notes, research materials, internet sources, etc. This will be necessary to prove or disprove the originality of your written assignment.

Students found cheating on a quiz or exam, which includes getting answers by looking at another student's work, will result in an "F" grade. Cheating may result in the Professor notifying the Mt. SAC administration for further disciplinary action.

**WRITING CENTER:** The Writing Center offers free tutoring and workshops to help students with writing in any course at Mt.SAC. Also, the Center's computer lab offers printing services, access to the Internet, and lab tutors to help students with their writing while working at their computers. The Writing Center is located in 26B-100 (behind the clock tower). For tutoring, students can stop by to make an appointment or call (909) 594-5611 x5325. . You can also visit their website at <http://writingcenter.mtsac.edu> for more information.

**FOOD:** Do not bring food into the class unless it is part of a planned class activity.

**CHILDREN:** Children are not allowed in class as according to division policy. The adult learning environment is not age-appropriate for children and the presence of children is distracting to fellow students. Please make appropriate childcare arrangements for your child.

**CLASSROOM BEHAVIOR:** Expectations of student conduct as governed by the Education Code will be recognized in this class. The Student Discipline Policy will guide disciplinary action against class disturbances. Please be courteous and respectful of your instructor and other class members when they are speaking by avoiding unnecessary noise-making such as zipping book bags, crunching plastic bags, smacking gum, talking with another student, etc. The classroom is not a place for resting your head on the desk, applying make-up, or talking on your phone.

**ANTIBIAS:** Mt SAC Child Development department is firmly rooted in providing an anti-bias, culturally relevant program, evident in its curriculum and program design. All courses are taught for the premise that each child comes from their own unique family background that includes unique culture, linguistics and family structure. The respect for each child is an integral part of our teaching.

**CLASS CANCELEATION:** If the class is canceled, a notice will be posted on the classroom door. If students were scheduled for a presentation on that day, the presentation will be rescheduled at the first available slot on the presentation schedule.

**COURSE ASSIGNMENT RETURNS:** All scored course assignments must be picked up by scheduled final exam date. Assignments not picked up by student will be destroyed.

**RESOURCES & DISABILITIES:** Mt. SAC strives to make all of our courses accessible to everyone. If you have difficulty accessing any class material or you have special needs, please let me know as soon as possible. Additionally, to receive authorization for classroom accommodations for verified disabilities contact Disabled Student Programs & Services, or you may contact the 504/ADA Officer located in Human Resources in the Administration Building.

**CALENDAR CHANGES:** Students are responsible for calendar changes announced in class. The professor reserves the right to modify, and change calendar dates to meet class content goals as well as instructional and student needs.

Week	Dates	Topics & Activities	Assigned Reading	Due Dates
1	8/29	Orientation & Paperwork Identifying a Mentor Discovering your competencies	-Preschool Program Guidelines Ch. 2 -ECE Educator Competencies pg. 14-20	
2	9/5	Holiday		
3	9/12	Preparing for Student Teaching Preparing Professional Portfolio	-Preschool Program Guidelines Ch. 3 -ECE Educator Competencies pg. 29-36 -Twelve Characteristics of Effective Early Childhood Educators	<b>WE form (blue)</b>
4	9/19	Self Evaluation and Objective Writing Relationships, Interactions, & Guidance	ECE Educator Competencies pg. 37-77	<b>Field Work Schedule Mentor Placement Form (electronic) Begin field work hours</b>
5	9/26	Professionalism <b>Group Process #1</b>	Preschool Program Guidelines Ch. 8	
6	10/3	Teaching Kit Demo – Evaluation <b>Group Process #2</b>	Preschool Program Guidelines Ch. 4	<b>Teaching Kit</b>
7	10/10	ECCERS-R Components & Use <b>Exam 1</b> (Preschool Program Guidelines Chapters 2,3,4,8, ECE Competencies pgs. 14-77 & handouts)	ECE Educator Competencies pg. 90-97	<b>Professional Portfolio Part I</b>
8	10/17	Professionalism - Ethics <b>Group Process #3</b>	-NAEYC Code of Ethical Conduct and Statement of Commitment -Ethical Dilemmas for Early Childhood Educators	<b>ECERS</b>
9	10/24	Working with parents <b>Group Process #4</b>	Assessment: Partnering with Parents	
10	10/31	<b>Parent Meeting Presentations</b>		<b>Parent Ed Meeting Materials</b>
11	11/7	<b>Parent Meeting Presentations</b>		<b>Parent Ed Meeting Materials</b>
12	11/14	Preparing for the job interview <b>Group Process #5</b>	Resume Writing Packet	
13	11/21	<b>Mock Job Interviews</b>		<b>Professional Portfolio Part II</b>
14	11/28	Permit & Certificate Applications	ECE Educator Competencies pg. 90-104	<b>WE form (gold) Fieldwork journal</b>
15	12/5	Professional Growth	-Play in the Early Years -Gender Identity & Expression in the Early Childhood Classroom	
16	12/7	<b>Final Exam 7:30-10:00PM</b>		