

## CHLDV141 : Student Teaching Seminar

### General Information

Author:	<ul style="list-style-type: none"><li>Elizabeth Kronbeck</li><li>Biancheri, Mary Jane</li><li>Stonis, Michelle</li><li>Owens, Deborah</li></ul>
Course Code (CB01) :	CHLDV141
Course Title (CB02) :	Student Teaching Seminar
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000575165
Curriculum Committee Approval Date:	04/10/2024
Board of Trustees Approval Date:	06/18/2024
Last Cyclical Review Date:	04/10/2024
Course Description and Course Note:	CHLDV 141 provides for a demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Student teachers design, implement and evaluate experiences that promote positive development and learning for all young children and emphasize child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas. Note: Verification required of current tuberculosis (TB) clearance; measles, mumps, and rubella (MMR) immunization; and diphtheria, tetanus, and whooping cough (pertussis; DTaP) immunization.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Author:	<ul style="list-style-type: none"><li>Biancheri, Mary Jane</li></ul>

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Child Development/Early Childhood Education</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## Transferability & Gen. Ed. Options

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to CSU only

### Transferability Status

Approved

C-ID	Area	Status	Approval Date	Comparable Course
ECE	Early Childhood Education	Approved	08/25/2014	CHLDV 141 + 180 = ECE 210 - Practicum in Early Childhood Education

C-ID	Area	Status	Approval Date	Comparable Course
ECE	Early Childhood Education	Not Transferable	08/25/2014	CHLDV 141 + 181 = ECE 210 - Practicum in Early Childhood Education

C-ID	Area	Status	Approval Date	Comparable Course
ECE	Early Childhood Education	Not Transferable	08/25/2014	CHLDV 141 + 182 = ECE 210 - Practicum in Early Childhood Education

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	2
<b>Maximum Credit Units (CB06)</b>	2
<b>Total Course In-Class (Contact) Hours</b>	36
<b>Total Course Out-of-Class Hours</b>	72
<b>Total Student Learning Hours</b>	108

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

**Course Classification Code (CB11)**

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience

 Education Status (CB10)**Weekly Student Hours**

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	2	4
Laboratory Hours	0	0
Studio Hours	0	0

**Course Student Hours****Course Duration (Weeks)** 18**Hours per unit divisor** 0**Course In-Class (Contact) Hours**

Lecture 36

Laboratory 0

Studio 0

**Total** 36**Course Out-of-Class Hours**

Lecture 72

Laboratory 0

Studio 0

**Total** 72**Time Commitment Notes for Students**

No value

**Units and Hours - Weekly Specialty Hours**

<b>Activity Name</b>	<b>Type</b>	<b>In Class</b>	<b>Out of Class</b>
No Value	No Value	No Value	No Value

**Pre-requisites, Co-requisites, Anti-requisites and Advisories****Prerequisite**

CHLDV133 - Observation And Assessment (in-development)

**Objectives**

- Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.
- Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.
- Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.
- Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.
- Integrate activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

**AND****Prerequisite**

## CHLDV150 - Introduction To Curriculum (in-development)

### Objectives

- Identify the developmental stages and abilities of the young child necessary for adults to develop and evaluate appropriate curriculum.
- Design and implement curriculum based on observation and assessment of young children to support play and learning using developmental, inclusive, and anti-bias principles in collaboration with families to support all children.
- Demonstrate knowledge of the teacher's role in evaluating best and promising practices with consideration of the various impacts on children's learning and development.
- Prepare, implement, and evaluate curricular experiences that are developmentally, culturally, and linguistically appropriate.
- Demonstrate specific skills and techniques for promoting development through a variety of curricular areas.
- Demonstrate the capacity to collaborate with families in support of all children.
- Observe, assess, plan, implement, and evaluate play-based curriculum experiences that enhance development in all domains, including creative, physical, social/ emotional, cognitive, and language domains.

**AND**

### **Advisory**

#### CHLDV156 - Teaching In A Diverse Society (in-development)

(CHLDV 156 may be taken concurrently)

### Objectives

- Explain how children differ in their approaches to learning, critique theories regarding the development of social identity and review the multiple impacts on identity development.
- Acknowledge the importance of meeting families in the context of their cultural and family values.
- Identify and explain diverse cultural customs, beliefs, values, traditions, or lifestyles, or contrast the experience of a historically under-represented group with that of the dominant culture.
- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development, to create instructional opportunities that are adapted to diverse learners.
- Model and teach behaviors appropriate in a diverse society by creating a safe, secure, learning environment for all, showing appreciation of and respect for the individual differences and unique needs of each member of the learning community.
- Practice self-evaluation, reflection, and continually evaluate the effects of their choices and actions on others (children, families, and other professionals in the learning community).
- Review professional ethics, responsibilities and legal implications of bias, prejudice and/or exclusion.

**AND**

### **Co-Requisite**

#### CHLDV180 - Student Teaching Field Practice - Infant/Toddler Focus (in-development)

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**OR**

### **Co-Requisite**

#### CHLDV181 - Student Teaching Field Practice - Preschool Focus (in-development)

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**OR**

### **Co-Requisite**

#### CHLDV182 - Student Teaching Field Practice - School Age Focus (in-development)

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## Entry Standards

Entry Standards

## Course Limitations

Cross Listed or Equivalent Course

## Specifications

### Methods of Instruction

Methods of Instruction                      Lecture

Methods of Instruction                      Laboratory

Methods of Instruction                      Discussion

Methods of Instruction                      Multimedia

Methods of Instruction                      Demonstrations

Methods of Instruction                      Presentations

### Out of Class Assignments

- Curriculum plans (e.g., use the Activity Planning Format to plan and implement learning experiences)
- Presentations and/or projects (e.g., plan and present an electronic portfolio with a PowerPoint presentation demonstrating professional growth over your Glendale Community College career)
- Laboratory participation (i.e., complete 54 hours of supervised field experience in co-requisite CHLDV 180, 181, or 182)
- Written observations (e.g., observe and document the classroom and children's use of the classroom)

### Methods of Evaluation

### Rationale

Project/Portfolio

Portfolio (e.g., professional portfolio documenting education, training, philosophy, samples of activity plan and a reflective assessment of individual development)

Exam/Quiz/Test

Written examinations

Exam/Quiz/Test

Identification of proficiency (e.g., write reflectively about your practice and focus on at least one area of strength and an area you wish to improve)

### Textbook Rationale

The textbook by the California Department of Education is the most recent edition even though it is from 2013. The State of California does not have a newer edition.

### Textbooks

Author	Title	Publisher	Date	ISBN
California Department of Education	California Preschool Curriculum Framework, Volumes I, II & III	California Department of Education	2013	978-0801117336

### Other Instructional Materials (i.e. OER, handouts)

No Value

### Materials Fee

No value

## Learning Outcomes and Objectives

### Course Objectives

Demonstrate a foundational knowledge of how children learn and develop, and an understanding of the child's intellectual, physical, social and personal development.

Plan, present and evaluate developmentally, linguistically, and culturally appropriate play-based curriculum.

Demonstrate ethical and advocacy responsibilities in working with children and families.

Utilize formal and informal assessment strategies to evaluate the developmental domains of the learner.

Design indoor and outdoor environments to support the developmental domains of children.

Practice self-evaluation, reflection, and continually evaluate the effect of their choices and actions on others (children, families, and other professionals in the learning community).

### SLOs

Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>CHLDV</i> Infant/Toddler	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
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	understand and value the importance and complex characteristics of children's families and communities
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	use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development
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<i>CHLDV</i> School-Age Care	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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Teacher (Preschool)

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Master Teacher

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*CHLDV*  
Site Supervisor

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*CHLDV*  
Transitional  
Kindergarten  
Certificate

identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.

plan, implement and evaluate developmentally appropriate, culturally and linguistically relevant curriculum;

**Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.**

Expected Outcome Performance: 70.0

*ILOs*  
Core ILOs

Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

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CHLDV  
Transitional  
Kindergarten  
Certificate

plan, implement and evaluate developmentally appropriate, culturally and linguistically relevant curriculum;

**Analyze personal teaching experiences to guide and inform practice.**

Expected Outcome Performance: 70.0

ILOs  
Core ILOs

Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Practice ethical and responsible behavior within personal, academic, professional, social, and societal contexts; recognize and welcome diverse lifestyle choices that promote physical, intellectual, psychological, and social well-being.

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## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### **Integrating Child Development Theory into Practice (2 hours)**

- Implementation of Multiple Theories
  - How our minds work
  - Psychosocial theory
  - Social cultural theory
  - Hierarchy of needs
  - Development of the whole child
  - Multiple intelligence
  - Ecological system
  - Culture

**Moving from Theory to Practice: Making Connections (2 hours)**

- Ability to understand and respond to children's needs and interests
- Support learning based on a theoretical foundation and reflective practice
  - How do children learn?
  - Various learning modalities
  - Temperament

**Creating Environments that Foster Positive Development and Learning for All Children (3 hours)**

- Schedules and considerations
- Physical environments
- Material and equipment
- Discipline and positive guidance
- Children with special needs

**Becoming a Teacher: Mastering Knowledge of Development and Learning (4 hours)**

- Fundamentals of teaching
- Setting goals and objectives
- Roles and responsibilities
- Ethical responsibilities to children
- Knowing your values
- Discovering your competencies
- Fieldwork expectations

**Planning, Implementing and Evaluating Developmentally, Linguistically, and Culturally Appropriate Activities (4 hours)**

- The importance of play
- Intentional teaching
- Observation and assessment tools
- Diversity in the classroom - no default culture or value system
- The importance of all children seeing themselves and others in the classroom, and how that impacts their feelings about being able to bring their whole self into school.

**Curriculum Approaches and Planning (4 hours)**

- Curriculum standards and content areas
- California foundations, framework and guidelines
- The curriculum planning process
- Developmentally appropriate practice
- Bloom's Taxonomy
- STEAM
- Project Approach
- Inclusive Curriculum
- Documentation

**Professional Preparation and Development (3 hours)**

- Professional portfolios
- Adhering to professional and ethical standards
- Resume writing/letter of intent
- Philosophy statements
- Health and safety
- Stages of teacher development
- Staff meetings

**Collaborating with Families and Colleagues (3 hours)**

- Team teaching
- Communication
- Family school connections
- Creating community
- Parent conferences
- Dealing with conflict

**Self Evaluation and Reflection (2 hours)**

- Tools for professional growth
- Professional organizations
- Mentoring
- Leadership

**Using Observational Methods and Tools to Inform Planning and Evaluation (2 hours)**

- Desired Results Developmental Profiles
- Reflective practice

**Strategies for Actively Supporting Children's Learning and Development (3 hours)**

- Classroom management
- Discipline strategies
- Children with disabilities

**Career Ladder, Permit Matrix (2 hours)**

**Professional Portfolio (1 hour)**

**Trends and Issues (1 hour)**

**Total Hours: 36**

## Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

**GCC Major Requirements**

No Value

**GCC General Education Graduation Requirements**

No Value

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

## Resources

**Did you contact your departmental library liaison?**

No

**If yes, who is your departmental library liaison?**

No Value

**Did you contact the DEIA liaison?**

No

**Were there any DEIA changes made to this outline?**

No

**If yes, in what areas were these changes made:**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value