

De Anza College  
Social Sciences and Humanities Division  
**Child Development and Education Department**

**CD57**

Self-Assessment for Teachers of Young Children  
Using Reflective Practice: Field Experience



**Fall 2016**

<http://www.deanza.edu/faculty/cruzmayra/cd57.html>

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## CD 57 Self-Assessment for Teachers of Young Children Using Reflective Practice: Field Experience

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 Website: <http://www.deanza.edu/faculty/cruzmayra/>  
 Quarter: Fall 2016      CD57.62 **Mon 6:30-8:20pm CD2-28**  
 Office: CD2-21C      **Office Hour:** Mon 5:00-6:00pm and/or by appointment  
 Course website: <http://www.deanza.edu/faculty/cruzmayra/cd57.html>

Course Description: Self-Assessment for Teachers of Young Children Using Reflective Practice: Field Experience, 5 quarter units of credit (Two hours lecture, ten hours laboratory (144 hours total per quarter))

An examination of the use of self-assessment and reflective practice techniques for individualized teacher preparation with emphasis on specific types of environments, interactions that support the development of children's social-emotional, cognitive, and early academic skills. Student will use field placement to practice and develop skills.

Early childhood is a time of rapid growth and development; Children's early experiences have a profound effect on their later outcomes. About seventy percent of 3- and 4-year-olds are enrolled in some type of early care and education setting, and this number continues to grow. Early childhood education has the potential to foster children's skills and learning, and high quality programs can influence children's long-term success. The benefit of high quality early educational experiences is even greater for children from economically disadvantaged backgrounds. The key components of a high quality early learning experience include environments that are: (1) well organized and rich with materials that support children's learning, and (2) provide regular opportunities for children to engage in warm, responsive, and instructionally supportive interactions with caregivers. This course is designed to increase participants' knowledge about the importance of high quality early childhood education, and the specific types of environments and interactions that support the development of children's social-emotional, cognitive, and early academic skills.

C D -057.61L: Field Placement: Monday-Friday. Hours between 8:00am and 5:00pm. Students are to complete 110 hours of field work in a setting of their choice. It must be within a setting that serves children of any of the ages from infant-5 years. This does not include kindergarten or school age programs. There are **limited** field placements at the DeAnza Child Development Center and through mentor sites with prior approval from DeAnza Mentor Coordinator and Instructor. The instructor has partnered with San Juan Bautista Child Development Center to offer placement options for those not working in the field. Students working in a licensed early childhood program will be able to complete the hours in their sites. **Requirements:** TB test, Fingerprints (when appropriate), completed field experience forms such as daily log of hours, parent release, student filming agreement, site field experience participation agreement and other required documentation.

Standards applicable to this course:

**NAEYC Standards** (see below); **NBPTS Standards 1 and 4; CEC Standards 2, 4, 5, 7, 9 and 10 and ECE Competencies Standards (2012) 1, 3, 4 and 7**

**National Association for the Education of Young Children (NAEYC)**

**STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

*Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.*

*Key elements of Standard 1*

*1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.*

*1b: Knowing and understanding the multiple influences on early development and learning*

*1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning*

*environments for young children*

**STANDARD 2: BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements of Standard 2

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: *Involving families and communities in young children's development and learning*

**STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

**STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

**STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the

arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

**STANDARD 6. BECOMING A PROFESSIONAL**

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

**STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES**

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

**SUPPORTIVE SKILLS**

(1) skills in self assessment and self-advocacy; (2) skills in mastering and applying foundational skills from general education; (3) written and verbal communication skills; (4) skills in making connections between prior knowledge/experience and new learning; and (5) skills in identifying and using professional resources.

**Requisites:** C D 10G or PSYC 10G. **Advisory:** EWRT 211 and READ 211 (or LART 211), or ESL 272 and 273.

**Required Text and Materials**

- Class syllabus and handouts
- NAEYC Standards for Early Childhood Professional Preparation, Associate Degree Programs document on instructor's website
- Additional Optional Readings:
  - Bredekamp, S. (2011). *Effective practices in early childhood education*. Upper Saddle River, New Jersey: Pearson Education.
  - Joseph, G. (2012). *The HOUSE: A framework for school readiness*. Under review at Young Children.
  - Notari Syverson, A., & Sadler, F.H. (2008) Math is for everyone: Strategies for supporting Early Mathematical Competencies in Young Children. *Young Exceptional Children*, 11 (3), 2-16.
  - Ward, G., & Dahlmeler C. (2011). Rediscovering joyfulness. *Young Children*, 66, 94-98.
- Other articles on the syllabus posted on the class website  
<http://www.deanza.edu/faculty/cruzmayra/cd57.html>

Desired Outcomes: Educational goals and objectives to be achieved

Upon the completion of this course, students will:

- A. Identify developmentally appropriate teaching practices in a classroom setting.
- B. Recognize and accept diversity in all areas (linguistic, cultural, sexual orientation, class, race, age, gender) as an important component of effective teaching.
- C. Develop awareness and self-reflection as necessary components of on-going professional development.
- D. Evaluate appropriate guidance strategies for working with children with typical and atypical development
- E. Employ professional attitudes and practices, including reflective practice.
- F. Identify effective early learning environments and how they support children's growth and development

More specific objectives will be met. - Students will identify and describe well-organized and materials-rich environments and ways in which they support children's growth and skill development. Students will identify and describe warm, responsive, and instructionally supportive interactions and ways in which they are support children's growth and skill development. Students will know that designing high quality environments and engaging in high quality interactions includes being sensitive to and incorporating children's cultural and linguistic diversity. Students will be able to identify effective and ineffective environments and interactions in videos of their own and other teachers' early childhood classrooms. Students will enact and exhibit effective classroom interactions.

#### Student Learning Outcomes

- Distinguish developmentally appropriate teaching practices in a classroom setting.
- Practice awareness, self-reflection and reflective practice as necessary components of on-going professional development.
- Explain developmentally appropriate environments that support children's development.

#### Fostering, Inclusivity and Empowerment

The values that guide this course are those similar to the concept of “Familias (Family)”. In CD 57, we value:

- **Mutual respect**
- **Shared responsibility (between student and instructor, student to student, all of us and our communities that we represent)**
- **Opportunities to share meaningful experiences (your knowledge, motivation, effort and my efforts to support your learning)**
- **Effective communication**
- **Supportive relationships that are comfortable, honest, committed and fun**

**The framework for our course is cultural humility**, a lifelong process to increase our self-awareness of our own biases and perceptions and engage in a life-long self-reflection process about how to put these aside and learn from the children and families we serve (Tervalon & Murray-Garcia, 1998). Through this course, students have the opportunity to learn from others, understand where they are and embrace learning about each other with a reflective lens. The course addresses real-world problems faced by our surrounding communities, and the challenges of inequities along the lines of race, gender, class and other. The framework aligns and integrates well with the bio-ecological model, a model that is part of our conceptual framework as a department.

#### Method of Presentation

The course will provide you with opportunities to share your early childhood and cultural knowledge. Didactics will be through lecture, engaged in discussion of real world situations experienced by diverse children and families, individual and group activities, collaborative work and project-based learning, role-play and media audio/visual aids. The course requires 110 hours of field work in a setting of their choice. It must be within a setting that serves children of any of the ages from infant-5 years.

### Method of Evaluating Students Progress

Student's progress will be evaluated through both oral and/or written reports, reading assignments, collaborative work and project- based learning, critical thinking discussions on the ecologies that impact the development of the child, the family and community, as well as examinations. You will be receiving feedback on your performance in class.

### Course Experiences/Projects & Grading

	Points
1. Journals	40
2. Environmental sketch	20
3. Videos/Facebook- Reflecting on Our Practice	100
4. Final Project	40
5. Field Experience Lab Hours	100
<b>TOTAL POINTS</b>	<b>300</b>

**IMPORTANT Rules-** The California Community College System will not continue to fund students who persistently fail with a letter grade of "D" or "F", No Pass (NP), No Credit (NC) or Withdraw (W). For Priority registration information visit <http://www.deanza.edu/registration/priorityenrollment.html>  
Complete all requirements for priority registration.

### Grade Scale

A= 90–100%	270-300 points
B= 80 - 89%	240-269 points
C= 70 - 79%	210-239points
D= 60-69%	180-209 points
F= Below 60%	below 180 points

### Office Hours

“Mi casa es su casa”. You are welcome to visit with me during office hours. Other appointments can also be scheduled upon request. The office hour will give you an opportunity to share concerns and discuss issues relevant to your education and career. My office phone number is: 408/864-8215. My office is located in the Child Development complex, building #2, CD2-21C.

### Policies

**Attendance:** You are expected to maintain regular and prompt attendance. More than **two** absences in the quarter will result in dropping the student from class.

**Class drop:** You are responsible for dropping the course. Failure to do so may result in an “F” for this course.

**Tardiness:** When you arrive late, you are interrupting the learning experience of your classmates. More than **three** tardies in the quarter may result in dropping you from class.

**Academic Integrity:** Refer to reflection on page 7

**Plagiarism-**Plagiarism is the steal or pass on the ideas or words of another as one's own and includes the use without crediting the source. It will not be tolerated. Such action will be dealt with in accordance with the procedures set forth in the college catalog. If you need to know more about plagiarism, schedule time with your instructor to discuss it.

**Rewrites: Must be** completed within a week. If not completed, you will receive the initial point value calculated.

**Assignments:** All assignments must be typed, 12 font pitch, 1.5 space (unless specified). **No assignments will be accepted after the due date** (except for a student who misses due to illness or an emergency). Your presence is required in In-Class activities to obtain credit. To the best of your ability, please complete all textbook assigned readings and read syllabus.

**Grading and Making Up Missed Work-** Class work and exams are due on established due dates. A student who miss the due dates due to serious illness or emergency must submit class work and/or take an exam within one week of the absence, except for the final exam/final project.

### Accessing Technology

Please access the course website to review information about the course and to review resources

<http://www.deanza.edu/faculty/cruzmayra/cd57.html>

Access to Facebook is required as we will have a close class/group page. In a closed group, the administrator (myself) must approve members and only group members can see posted content.

Create a Facebook page.

### Student Success Center

**Need help?** Meet with tutors and attend workshops in the Student Success Center:

[www.deanza.edu/studentsuccess](http://www.deanza.edu/studentsuccess). **Can't make it to campus?** Use the free online tutoring available to all De Anza students. Just login to MyPortal, go to the Students tab, and find the Smarthinking link. For more information, go to

[www.deanza.edu/studentsuccess/onlinetutoring/](http://www.deanza.edu/studentsuccess/onlinetutoring/)

The Student Success Center locations are based on subject.

- Academic Skills (ATC 302)
- General Subject Tutoring (ATC 304)
- Listening & Speaking (ATC 313)
- Math, Science & Technology (S43)
- Writing & Reading (ATC 309)

For more information visit [www.deanza.edu/studentsuccess/](http://www.deanza.edu/studentsuccess/)

Disabled Students Services (DSS) is available on campus. It provides special registration for Adaptive P.E., personal counseling, academic and vocational advisement and equipment loans. It also can help provide note-takers, assistance to and from class, and mobility training for students with blindness. For more information call 864-8753.

<b>CD 57 Experiences/ Requirements</b>	<b>Due date</b>	<b>Point value</b>	<b>Points earned</b>
Journals		40	
Environmental sketch		20	
Videos/Facebook- Reflecting on Our Practice		100	
Final Project		40	
Field Experience Lab Hours		100	
<b>Total points</b>			<b>300</b>
Extra credit			

De Anza College  
ACADEMIC INTEGRITY

REFLECTION

Integrity is important in all areas of life.  
Integrity is defined as the "firm adherence to a code of moral or ethical values."

As we engage in exploring new paths we must make a commitment to exercise and model academic integrity.

The principles of academic integrity...

**For Class Preparation**

I will come prepared to make the class a magical educational experience for you. Preparation includes, rereading materials, clarifying information, preparing for today's challenges, and planning lessons that will inspire you and your imagination. For you it means to come prepared to have an enriching experience. Your preparation includes reading the text before coming to class, clarifying anything you are uncertain about, formulating questions so that you can obtain an answer in class, and reflecting about the issues related to the reading.

**In Class**

I take my role very seriously and I will treat you with respect. For me it means to show up to class on time, use the time wisely as I meet the goals and objectives of the day, answer your questions or look for answers when I do not know something, encourage you to dialogue and discuss topics and issues, respect the views you express and be sensitive to what you bring with you, culturally and emotionally. For you it means to take all of us seriously and treat us with respect, show up to class, use your time wisely by engaging in learning, asking questions, participating, contributing to the discussion as you have treasures of knowledge and understanding to share. Monitor your participation so as to allow and encourage the participation of others, and respect the ideas and thoughts of others.

**With Regard to Exams**

For me it means to prepare you well for exams, to be available to see you individually if you need additional support in preparing for exams, develop exams that are meaningful to the course content that will challenge you to think beyond, and to be fair when evaluating them and assigning grades. For you it means to come prepared, including seeking for support, making good use of your time, accepting your limitations and staying away from behaviors that will lead you to trouble such as cheating and copying.

**With Regard to Written Assignments**

For me it means to devise meaningful assignments that help you discover knowledge and further the work completed in class, provide with a clear description of assignments, be fair and careful in the evaluation of your assignments, and dialogue with you if not handed in work that is entirely your own. For you it means to start research and writing early to ensure you do your best work, hand in a paper which you yourself have done, be challenge by preparing assignments that reflect your best work, seek appropriate help from others when necessary such as proofreading, or discussing ideas, and give full and proper credit to your sources.

*"Remember that by its very nature, education and the accumulation of knowledge is a shared experience."*

**With Regard to Your Final Grade**

For me it means to carefully grade and evaluate the course work and to be attentive to the factors that affect your grade, before assigning the final grade. For you it means that if you feel I have made a mistake in computing your final grade, you have the responsibility to come to me as soon as possible prepared to show me why you think I have made a mistake.

I am committed to live up to my responsibilities and if you are dissatisfied you have the right to bring this to the attention of my dean. Live up to your responsibilities, as I will call you on it when you are not doing so.

*"We can only be a person of integrity if we practice everyday."*

Adapted from "Integrity: Academic and Political A letter to My Students", Bill Taylor.

Also the quotes are from the letter prepared by Bill Taylor, Professor of Political Science, Oakton Community College.