I. INTRODUCTION

A. Practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

B. This course is a required course for AAS Degree in Child Development and Administrator’s Credentials.

C. This course is occupationally related and serves as preparation for careers in Child Development.

D. Practicum Hours Lab Component: 112 hours. Please see section IV, B for more information.

E. Practicum Child Development: Apply practical and direct experiences from courses CDEC 1311, CDEC 1313, CDEC 1319, and CDEC 1359.

F. Prerequisites: CDEC 1313 and CDEC 1319.

II. LEARNING OUTCOMES

Upon the completion of this course, Practicum Child Development, the student will be able to:

A. Demonstrate knowledge of theory, concepts, and skills necessary to become an effective early childhood professional. C5, C6, C7

1. Discuss career opportunities for early childhood positions. (CDEC 1311)
2. List characteristics of an early childhood professional. (CDEC 1311)
3. Describe teacher roles in early childhood classrooms. (CDEC 1311)
4. Develop guidelines for creating learning environments. (CDEC 1313)
5. Identify appropriate community resources and referrals for individual children and families. (CDEC 1359)
6. Discuss the application of anti-bias curriculum. (CDEC 1313)
7. Select, plan, implement, and evaluate developmentally appropriate learning experiences for children. (CDEC 1313)
8. Write goals and objectives for the curriculum. (CDEC 1313)
9. Design and implement activities from curriculum objective. (CDEC 1313)

B. Implement specialized materials, tools, equipment necessary to become an effective early childhood professional. C6, C8,

1. Discuss current terminology and practices for education and intervention. (CDEC 1359)
2. Use a variety of assessment tools to assess individual children, the classroom and self. (CDEC 1319)
3. Create and/or modify environments, equipment, materials, supplies and experiences to meet individual needs of all children including children with special needs. (CDEC 1313)
4. Describe a variety of assessment strategies and their role in the early childhood planning process. (CDEC 1319)
5. Use various types of materials and classroom resources, including current technology, in early childhood classroom to support learning in all domains for all children. (CDEC 1313)

C. Identify procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry. C5, C11,

1. Identify current trends and issues in the early childhood professions. (CDEC 1311)
2. Identify current legislation in the field of early childhood. (CDEC 1311)
3. Discuss public policy, how it is developed, and its impact on children and families. (CDEC 1311)
4. Describe advocacy as it relates to an early childhood professional. (CDEC 1311)
5. Identify agencies which advocate for children with special needs and their families. (CDEC 1359)
6. Describe how cultural and linguistic diversity are a part of developmentally appropriate practices. (CDEC 1313)
7. Discuss history and impact of legislation affecting children and children with special needs. (CDEC 1359)
8. Review legislation and legal mandates and their impact on early childhood, practices, and environment. (CDEC 1359)

D. Demonstrate legal and ethical behavior. C12

1. Describe the profession’s code of ethical conduct and its application in every day practice. (CDEC 1311)
2. Explain how the code of ethical conduct applies to special education. (CDEC 1359)
3. Discuss referral process. (CDEC 1359)
4. Recognize the importance of families and culture in guiding children and planning curriculum. (CDEC 1319)
5. Practice professional conduct when interacting with children, parents, and with colleagues. (CDEC 1311)

E. Identify safety practices. C5, C12

1. Give examples of individualized behavior plans that classroom teachers may be given to implement with children with special needs. (CDEC 1319)
2. Use developmentally appropriate group management strategies to provide an atmosphere that enhances learning. (CDEC 1319)
3. Create a safety plan for an indoor and outdoor environment. (CDEC 1313)

F. Demonstrate knowledge of interpersonal and teamwork skills. C9, C10, C4, C14

1. Describe the purpose of and opportunities for professional growth and development. (CDEC 1311)
2. Establish and maintain positive, collaborative relationships with other professionals and families, and work effectively as a member of a professional team. (CDEC 1359)
3. Recognize true problem behaviors and identify professional resources for specific developmental or family needs. (CDEC 1319)
4. Demonstrate teamwork skills when guiding children. (CDEC 1319)
5. Develop a communication plan to be used with parents, children, and with colleagues. (CDEC 1359)

6. Define, describe, and teach finger plays, songs and transitional activities. (CDEC 1313)

G. Demonstrate appropriate written and verbal communication skills using the terminology of the occupation and the business/industry. F1, F2, F5, F6, F9

1. Analyze and develop an anti-biased, developmentally appropriate curriculum. (CDEC 1313)

2. Discuss planning and implementation of curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content. (CDEC 1313)

3. Demonstrate appropriate ways to communicate with children and adults (i.e., active listening, “I” messages, positive statements, problem solving skills, and etc.). (CDEC 1319)

H. Some learning outcomes may be followed by letters and numbers; i.e., C9 or F11. These refer to SCANS foundations skills (F) and workplace competencies (C). View a chart showing these skills at http://content.ctcd.edu/downloads/docs/scans/scans_occ_comp.pdf. For more on the (Labor) Secretary’s Commission on Achieving Necessary Skills, or SCANS, go to the U.S. Department of Labor site at http://wdr.doleta.gov/SCANS/.

III. INSTRUCTIONAL MATERIALS
The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. General

1. Participate in class, labs, or field experiences regularly.
2. Participate constructively in class discussions.
3. Complete all assignments and examinations on time.
4. Attend any face to face classes on time and remain for the duration of the period. Check into Bb regularly for online courses.
5. Know and observe all college regulations.
6. Read all assigned selections from the text, or other, as assigned.
7. Ask instructor for permission before using audio-recorders to record face-to-face classes.
8. Keep cell phone on vibrate in face-to-face class. Refrain from texting, or using cell phone in face-to-face class, unless otherwise indicated by instructor.

Good class participation is indispensable for earning a good grade. Regular attendance, whether in person or online, is essential for the same reason.

B. Lab Requirements, Field Experience, and Practicum Hours requirements are the same in all online and face to face classes. Details are explained in your course.

NOTE: No student may receive a final grade without completing the required Practicum Hours or field experience hours in full.
V. EXAMINATIONS
A. There will be at least two examinations. (Quizzes are optional.)
B. Make-up examinations will be given only with the instructor’s permission.
C. All students are expected to maintain the highest standard of scholastic honesty in
the preparation of all course work and during examination.

VI. SEMESTER GRADE COMPUTATIONS
A. Your point total is determined by adding earned points on each scored assignment
(projects, labs, examinations, participation, exams, quizzes, discussions, other).

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

VII. NOTES AND ADDITIONAL INSTRUCTIONS
A. **Withdrawal from course:** It is the student's responsibility to officially drop a
class if circumstances prevent attendance. Any student who desires to, or who
must officially withdraw from a course after the first scheduled class meeting,
must file an Application for Withdrawal or an Application for Refund. The
withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule

- Friday of 3rd week for 5-week courses
- Friday of 4th week for 6-week courses
- Friday of 6th week for 8-week courses
- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses
- Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other
lengths. The specific last day to withdraw is published each semester in the
Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the
student's attendance and academic performance are satisfactory at the time of
official withdrawal. Students must file a withdrawal application with the College
before they may be considered for withdrawal.
A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. **Administrative Withdrawal**: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

C. **Incomplete Grade**: In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of “IP” is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the “IP” will be converted to an “FI” and appear as an “F” on the student’s official transcript.

D. **Professionalism**: Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.

E. **American with Disabilities Act (ADA)**: Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion**: The instructor reserves the right of final decision in course requirements.
G. **Civility**: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Scholastic Honesty**: All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy. Each student should avoid:

1. Plagiarism: the taking of passages or ideas from writings of others without giving proper credit to the source.
2. Collusion: working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.
3. Cheating: giving or receiving information on an examination, homework, or projects.

VIII. **Course Outline**

A. **Lesson One: Theory, concepts, and skills**

1. **Learning Outcomes**: Upon successful completion of the lesson, the student will demonstrate knowledge of theory, concepts, and skills necessary to become an effective early childhood professional.

   *Student must select at least four activities from A-I in Lesson One Lab Assignments and complete all parts under each lettered area that is selected that would benefit your facility and to be placed in your professional portfolio.*

2. **Lab Assignments**:
   a. Research and list career opportunities for early childhood positions.
   b. Conduct a self-assessment on characteristics traits of an early childhood professional.
      1. Create a self-assessment on teacher characteristics and complete assessment.
   c. Observe, analyze, and record the roles of a teacher, assistant director, and director.
1. Assemble a chart/graph that has at least three positions in a child care facility listed with job descriptions and details about each positions role.

d. Create and assemble guidelines for a learning environment indoor and outdoor by constructing a handbook.
   1. Handbook must have at least 5 guidelines for indoor and 5 guidelines for outdoor learning environments.

e. Organize a handbook for appropriate community resources and referrals for individual children and their families.
   1. Each resource/referral location must have details about the resource/referral to include name of facility, point of contact, phone number, website, services they provide, and other important information.

f. Observe and record the application of anti-bias curriculum.
   1. List examples of anti-bias curriculum activities that you observed in the classroom.
   2. If none observed, what modifications would you implement in the classroom to incorporate anti-bias activities into the curriculum.

g. Select, plan, implement and evaluate developmentally appropriate learning experiences for children.
   1. Must select, plan, implement and evaluate at least 5 different learning experiences.

h. Write goals and objectives for the curriculum (lesson plan).
   1. Evaluate and compare at least two current lesson plans at the facility.
   2. Create goals and objectives for those lesson plans if current lesson plan does not have any listed.
   3. Create your own lesson plan with goals and objectives for one week.

i. Design and implement activities from curriculum objective.
   1. Design and implement activities from your own created lesson plan.
   2. Evaluate at least 3 different activities that you implement and record results.

B. Lesson Two: Materials, tools, and equipment
1. **Learning Outcomes:** Upon successful completion of the lesson, the student will implement specialized materials, tools, equipment necessary to become an effective early childhood professional.

*Student must select at least three activities from A-F in Lesson Two Lab Assignments and complete all parts under each lettered area that is selected that would benefit your facility and to be placed in your professional portfolio.*

2. **Lab Assignments:**

a. Discuss current terminology and practices for education and intervention.

b. Create a developmentally checklist for age groups 0-2, 2-3, & 4-5.
   1. Observe one child in each age group setting and record results on developmentally checklist.
   2. Each checklist must have the four domains: physical, intellectual, emotional, and social.

c. Use a variety of assessment tools to assess individual children, the classroom, and self.
   1. Examples of some assessment tools: Rating Scale, Anecdotal Record, Checklist, Time Sampling, Running Record, Specimen Record, and Event Sampling.
      a. Select at least 2 different types of assessment tools.
      b. Perform an observation using the assessment tools and record results.

d. Create and/or modify environments, equipment, materials, and supplies and experiences to meet the individual needs of all children including children with special needs.
   1. Observe and evaluate one classroom indoor and outdoor environment by creating an evaluation form.
      a. Evaluate environment and experiences overall.
      b. Evaluate equipment.
      c. Evaluate materials and supplies.
      d. Draw a diagram of an existing layout for indoor and outdoor environments.
   2. Create/modify layout for an ideal environment that is developmentally appropriate, if one was not observed.

e. Describe a variety of assessment strategies and their role in early childhood planning process.
1. Observe a classroom, select assessment tools, and analyze classroom and explain why you selected certain assessment tools over others.

f. Use various types of materials and classroom resources, including current technology, in early childhood classroom to support learning in all domains for all children.
   1. Observe what technology is in the classroom that supports learning in all domains for early childhood children.
   2. Research developmentally appropriate technology websites and programs that is appropriate for young children (0-8 years).
      a. Plan an activity that incorporates technology.
      b. Evaluate your activity after implemented.

C. Lesson Three: Procedures, Regulations, and Laws

1. **Learning Outcomes:** Upon successful completion of the lesson, the student will be able to identify procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.

   *Student must select at least four activities from A-H in Lesson Three Lab Assignments and complete all parts under each lettered area that is selected that would benefit your facility and to be placed in your professional portfolio.*

2. **Lab Assignments:**
   a. Identify current trends and issues in the early childhood professions.
      1. Research latest trends and issues in early childhood.
         a. Websites
         b. Professional journals
         c. Conferences and training workshops
         d. Professional Organizations
      2. Create a list of popular trends and issues in early childhood.
      3. Observe a classroom for latest trends and issues in early childhood.
   b. Identify current legislation in the field of early childhood.
1. Research your state legislation for any bills or proposals at the state and local level that pertain to early childhood issues or concerns.
   a. For Example, Pre-K programs for every child who is 4 years of age for free.
   b. State the regulation, bill or proposal; describe the parts or details of that legislation, and what are your viewpoints, the general public viewpoints and the people who are employed in the early childhood professions field viewpoints and compare.

2. Research your federal government for any bills or proposals that pertain to early childhood issues or concerns.
   a. For Example, healthy eating, exercise and lunch programs and food for young children
   b. State the regulation, bill or proposal; describe the parts or details of that legislation, and what are your viewpoints, the general public viewpoints and the people who are employed in the early childhood professions field viewpoints and compare.
   c. Discuss public policy, how it is developed, and its impact on children and families.
      1. Research a public policy that pertains to young children and families.
         a. Compile a list of policies, what area does it cover, how is this policy going to benefit young children and families?
         b. Write your own policy.

d. Describe advocacy as it relates to an early childhood professional.
   1. Compile a list of advocacy programs in your local, state, and federal governments.
      a. List at least 2 from each area of government.
      b. What does each advocacy program do and how does it benefit young children and their families?
   2. Attend an advocacy meeting in your area, if one available.
      a. If none available, research how to start an advocacy in your area.
         1. What would be your advocacy’s mission and philosophy?
         2. What does it take to start an advocacy group?
e. Identify agencies which advocate for children with special needs and their families.

1. Compile a list of advocacy programs in your local, state, and federal governments that is specific for children with special needs and their families.
   a. List at least 2 from each government.
   b. What does each advocacy program do and how does it benefit young children with special needs and their families?

2. Attend an advocacy meeting that is specific for children with special needs and their families in your area, if one available.
   a. If none available, research how to start an advocacy group in your area.
      1. What would be your advocacy’s mission and philosophy?
      2. What does it take to start an advocacy group?

f. Describe how cultural and linguistic diversity are a part of developmentally appropriate practices.

1. Observe a classroom for cultural and linguistic diversity.
   a. Activities that incorporate cultural and linguistic diversity.
   b. Select, plan, and implement your own cultural and linguistic diversity activities in the classroom.

h. Review legislation and legal mandates and their impact on early childhood, practices, and environment.
1. Compile a list at the local level that is a legal mandate on early childhood, practices and environment.
2. Compile a list at the state level that is a legal mandate on early childhood, practices and environment.
3. Compile a list at the federal level that is a legal mandate on early childhood, practices and environment.

D. **Lesson Four: Demonstrate legal and ethical behavior**

1. **Learning Outcome:** Upon successful completion of the lesson, the student will be able to demonstrate legal and ethical behavior.

   *Student must select at least three activities from sections A-E in Lesson Four Lab Assignments and complete all parts under each lettered area that is selected that would benefit your facility and to be placed in your professional portfolio.*

2. **Lab Assignments:**

   a. Described the profession’s code of ethical conduct and its application in everyday practice.
      1. Review the NAEYC Code of Ethical Conduct.
         a. Conduct an observation using the Code of Ethical Conduct to evaluate the classroom and facility.
         b. Record your findings.

   b. Explain how the code of ethical conduct applies to special education.
      1. Review the NAEYC Code of Ethical Conduct.
         a. Conduct an observation using the Code of Ethical Conduct to evaluate the classroom and facility that has children with special needs.
         b. Record your findings.

   c. Discuss referral process.
      1. List the steps for the referral process.
         a. Compile a chart/flyer checklist to follow the step process for referrals.
         b. Conduct an observation of one child in the classroom.
            1. Does the child need a referral? If the child does, what type of referral and to which agency?

   d. Recognize the importance of families and culture in guiding children and planning curriculum.
1. Create a parent survey to be handed out to parents at the beginning of enrollment about the family, cultural beliefs, talents the parents can share with the facility or classroom.
   a. Implement the survey; if applicable.
   b. Record results and feedback from the survey.
      1. Summarize the results/feedback: What were the responses? How did the parents answer? ETC…

e. Practice professional conduct when interacting with children, parents, and with colleagues.
   1. Observe a classroom for professional conduct.
      a. What were your findings? What are the strengths and weaknesses?
   b. Observe a facility for professional conduct.
      1. What were your findings? What are the strengths and weaknesses?

E. **Lesson Five: Identify safety practices.**

1. **Learning Outcomes:** Upon successful completion of the lesson, the student will be able to identify safety practices.

   *Student must select at least two activities from A-C in section E and Lesson Five Lab Assignments and complete all parts under each lettered area that is selected that would benefit your facility and to be placed in your professional portfolio.*

2. **Lab Assignments:**

   a. Give examples of individualized behavior plans that a classroom teacher may be given to implement with children with special needs.
      1. Observe and record a child with special needs using two different individualized behavior plans.
      2. Compare the two different individualized behavior plans.
         a. What are the similarities and what are the differences?

   b. Use developmentally appropriate group management strategies to provide an atmosphere that enhances learning.

   c. Select, plan and implement a group management strategies in the classroom.
      1. Evaluate your strategy and record the results.
c. Create a safety plan for indoor and outdoor environment.
   a. Conduct a fire drill, tornado drill, and other natural disaster drill.
      1. Evaluate and record your natural disaster drill.

b. Examine safety policies in the facility.
   1. Where are the policies located? Do the parents receive a copy of the safety policies?
   2. Create your own safety policy for the indoor environment in the classroom for each center area.
   3. Create your own safety policy for the outdoor environment.

F. Lesson Six: Demonstrate knowledge of interpersonal and teamwork skills.

1. Learning Outcomes: Upon successful completion of the lesson, the student will demonstrate knowledge of interpersonal and teamwork skills.

   *Student must select at least three activities from A-E in Lesson Six Lab Assignments and complete all parts under each lettered area that is selected that would benefit your facility and to be placed in your professional portfolio.

2. Lab Assignments:

   a. Describe the purpose of and opportunities for professional growth and development.
      1. Research in your local area opportunities for professional growth and development.
         a. Compile a list of professional growth and development opportunities and detailed information about each opportunity i.e. type of opportunity, cost, location, etc…
         b. Attend an opportunity for professional growth and development training workshop or conference.

   b. Establish and maintain positive, collaborative relationships with other professionals and families, and work effectively as a member of a professional team.
      1. Research information about becoming a member of a professional organization.
         a. What are some benefits? What are the fees? What is the name of the organization?
c. Recognize true problem behaviors and identify professional resources for specific developmental or family needs.
   1. Observe a classroom and recognize problem behaviors.
      a. Once specific problem behavior has been identify, research a professional resource that would assist the family with this specific problem.
      b. For example, a child is biting in the classroom. You would research information about biting to give to the parent(s).

2. Create a guidance binder that has all different resources and handouts on different behavior issues to share with parents.
   a. The binder must have at least 10 different behavior issue handouts that would be appropriate to give to parents.
   b. Conduct a parent conference with the specific behavior issue if possible.

d. Demonstrate teamwork skills when guiding children.
   1. Observe the classroom teacher’s using teamwork when guiding young children.
      a. What techniques were used? What did each teacher do?
      b. Evaluate the technique used by the teacher. Did it work or not?
         1. What other technique could have been implemented or tried?

2. Select, plan, and implement your own guidance technique.
   a. What techniques were used? What did each you do?
   b. Evaluate the technique used. Did it work or not? What other technique could have been implemented or tried?

e. Develop a communication plan to be used with parents, children, and with colleagues.
   1. Observe the classroom to examine the different forms of communication in the classroom for parents, children, and with colleagues.
      a. Evaluate each form a communication.
         1. Was the communication plan or form effective? Were they used?
         2. Compare each form to each other. What are some similarities and differences?
b. Create a daily communication form to be given to parents at the end of the day.
   1. Implement the daily communication form.

c. Create a daily communication form for children.
   1. Implement the daily communication form.

d. Create a daily communication form for colleagues.
   1. Substitute folder in case of absence from the classroom.
      a. What information and resources would you put into a substitute folder?

2. Define, describe, and teach finger plays, songs, and transitional activities.
   a. Observe a classroom for finger plays.
      1. Record and evaluate the finger plays that were used in the classroom.
         a. Were they effective? If modifications need to be made, what would they be?

   b. Observe a classroom for songs.
      1. Record and evaluate the songs that were used in the classroom.
         a. Were they effective? If modifications need to be made, what would they be?

   c. Observe a classroom for transitions.
      1. Record and evaluate the transitions that were used in the classroom.
         a. Were they effective? If modifications need to be made, what would they be?

   d. Select, plan, and evaluate your own finger play, songs, and transitions.
      1. Must implement at least one finger play, one song, and one transition.
2. Record and evaluate each selection that was used in the classroom.
   a. Were they effective? If modifications need to be made, what would they be?

G. **Lesson Seven:** Demonstrate appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

1. **Learning Outcomes:** Upon successful completion of the lesson, the student will be able analyze and develop an anti-biased, developmentally appropriate curriculum.

   *Student must select at least three activities from A-E in Lesson Seven Lab Assignments and complete all parts under each lettered area that is selected that would benefit your facility and to be placed in your professional portfolio.*

2. **Lab Assignments:**

   a. Observe a classroom for anti-bias activities.

   b. Select, plan, and implement activities that are anti-bias with a group of children.

      1. Evaluate your activity. What were the strengths and weaknesses? What would you do differently to improve the activity?

   c. Select, plan and implement by reading a story book that is anti-bias and conduct a planned activity that corresponds with the story.

      1. Evaluate your activity. What were the strengths and weaknesses? What would you do differently to improve the activity?

   d. Discuss planning and implementation of curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.

      1. Describe webbing and conduct a webbing activity with the children.

         a. Who assisted in webbing a theme for the classroom? Children? Parents? Colleagues?

         b. Evaluate your webbing activity. What were the strengths and weaknesses? What would you do differently to improve the activity?
2. Examine other planning techniques for designing the curriculum.

3. Design one activity to be implemented in the classroom for circle or group time that is in corresponds with the theme of the week.
   a. Evaluate and record your activity.
      1. What were the strengths and weaknesses of the activity? Did the children participate? What would you do differently to improve the activity?

   e. Demonstrate appropriate ways to communicate with children and adults (i.e., active listening, “I” messages, positive statements, problem solving skills, and etc…).
      1. Observe the classroom for developmentally appropriate communication skills.
      2. Evaluate and record the communication skills used in the classroom with children.
      3. Evaluate and record the communication skills used in the classroom with colleagues.
      4. Evaluate and record the communication skills used in the classroom with parents.
      5. Demonstrate active listening.
         1. Evaluate and record the results.
      6. Demonstrate “I” messages.
         1. Evaluate and record the results.
      7. Demonstrate positive statements.
         1. Evaluate and record the results.
      8. Demonstrate problem solving skills.
         1. Evaluate and record the results.

H. **Lesson Eight: Develop a Professional Portfolio.**

   1. **Learning Outcome:** Upon successful completion of the lesson, the student will develop a professional portfolio.
*Student must complete all the activities from Lesson Eight Lab Assignments.

Lab Assignments:

a. Compile a content list of all the materials in the professional portfolio.

b. Organize your professional portfolio with developmentally appropriate teaching standards and strategies.

c. Collect artifacts for your portfolio to support those standards and strategies.

d. Assemble your course assignments in your professional portfolio in a logical and organized way.

e. Construct your professional portfolio.

f. Evaluate your professional portfolio.