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 II 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 1358, CDEC 1354, CDEC 1318, and CDEC 1303, CDEC 1321, CDEC 1356, CDEC 2307, CDEC 2326, and CDEC 2328.

F. Prerequisites: CDEC 1164.

II. LEARNING OUTCOMES

Upon the completion of this course, Practicum Child Development II, 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. Describe concepts taught through creative arts. (CDEC 1358)
   2. Define literacy and emergent literacy. (CDEC 1356)
3. Analyze various theories of language development. (CDEC 1356)
4. Explain the importance of play. (CDEC 1354)
5. Summarize prenatal development and birth process. (CDEC 1321)
6. Discuss theories of development. (CDEC 1321, 1354)
7. Outline growth and development of children from birth to 3 years and summarize principles. (CDEC 1321, 1354)
8. Summarize developmental stages in various domains. (CDEC 1354)
9. Analyze principles of nutrition. (CDEC 1318)

B. Implement specialized materials, tools, equipment necessary to become an effective early childhood professional. C3, C6, C8

1. Describe developmental sequences for creative arts. (CDEC 1358)
2. Describe teacher’s role in promoting emergent literacy. (CDEC 1356)
3. Evaluate an early care and education program. (CDEC 2326)
4. Identify developmentally appropriate, culturally diverse and nonsexist activities and materials for teaching math and science. (CDEC 2307)
5. Identify components of creative environments. (CDEC 1358)
6. Access creative arts activities. (CDEC 1358)
7. Create literacy environments and experiences for children. (CDEC 1356)
8. Design learning environments for infants and toddlers. (CDEC 1321)
9. Select materials and activities for infants and toddlers. (CDEC 1321)
10. Evaluate nutrition assessment. (CDEC 1318)
11. Discuss types of and techniques of observations or assessments. (CDEC 1354)

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. Explain the administrator’s role in advocacy. (CDEC 2328)
2. Identify the functions of an administrator. (CDEC 2326)
3. Examine regulatory requirements for nutrition. (CDEC 1318)
4. Discuss the impact of developmental processes on early childhood practices. (CDEC 1354)
5. Discuss issues relating to families and communities. (CDEC 1303)

D. Demonstrate legal and ethical behavior. C12

1. Explain legal issues. (CDEC 2328)
2. Develop an initial operational plan. (CDEC 2326)
3. Define philosophy and components of philosophy. (CDEC 2326)

E. Identify safety practices. C5, C12
1. Evaluate safety procedures. (CDEC 1318)
2. Evaluate children’s environments for safety. (CDEC 1318)
3. Demonstrate skills in computation, record keeping, referrals, and resources as they apply to nutrition, health, and safety. (CDEC 1318)
4. Recognize signs of abuse and neglect and describe ways to work effectively with abuse and neglect children. (CDEC 1303)

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

1. Analyze roles of the teacher in enhancing creativity. (CDEC 1358)
2. Describe interpersonal management skills. (CDEC 2328)
3. Evaluate parent involvement strategies. (CDEC 2328)
4. Analyze components of teacher/child interactions and positive guidance techniques. (CDEC 1321)

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

1. Identify developmentally appropriate, culturally diverse and nonsexist activities and materials for teaching math and science. (CDEC 2307)
2. Understand how technology can contribute to active mathematics and science learning. (CDEC 2307)
3. Discuss literature relating to diverse cultures and lifestyles. (CDEC 1303)
4. Summarize ways to communicate and interact with parents and families. (CDEC 1303)
5. Examine literature on parenting styles and effective parenting techniques. (CDEC 1303)

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 no exams for this course.
B. There will be no quizzes for this course.
VI. SEMESTER GRADE COMPUTATIONS

A. Your point total is determined by adding earned points on each scored assignment (projects, labs, participation, discussions, other).

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<tr>
<th>Percentage</th>
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<td>90-100%</td>
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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 **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.*

   **Lab Assignments:**

   a. Summarize the roles of visual arts, music, movement, and dramatic play in the overall development of children birth through age eight.
      1. Outline the concepts learned by children through participating in the visual arts, teaching music, movement, and dramatic play.
      2. Observe a classroom environment for these concepts. Be detailed in your observation and assessment.

   b. Contrast theories of early literacy development.
      1. Discuss the elements and processes related to emergent literacy.
      2. Summarize brain development as it relates to emergent literacy.
3. Observe a classroom environment for the different element and theories of emergent literacy. Be detailed in your observation and assessment.

c. Discuss theories of language development and outline the developmental milestones of language development and communication of children.
   1. Conduct an observation of at least one child and assess the child's language development using an assessment tool of your choosing.
   2. Describe the development of a second language. Is there a second language used in the classroom or with this child? Be detailed in your observation and assessment.

d. Describe the stages of play and discuss play as an integral part of a child's development.
   1. Observe a classroom and children "playing." What stages of play are the children in the classroom? Observe one child for their "stage of play." Be detailed in your observation and assessment.

e. Describe component of good prenatal care, stages of labor, and possible complications of delivery.
   1. Outline the stages and major milestones of prenatal development.
   2. Design an informational brochure/one page flyer for "expecting parents" with valuable information about prenatal care and the delivery process.

f. Explain the purpose of child development study and research.
   1. Compare and contrast the impact of nature versus nurture on the developing child.
   2. Practice naturalistic observations of infants and toddlers in relation to developmental milestones. Be detailed in your observation and assessment.

g. Describe and discuss the physical growth pertaining to fine and gross motor and perceptual development from birth through age 3.
   1. Identify and describe cognitive, social, and emotional development of this age group.
   2. How do specific factors (classroom grouping practices, stress, family life, nutritional and physical status) affect individuals in one or more development domains?
3. Observe and assess one child ages birth to 3 years. Be detail in your observation and assessment about where the child is developmentally in all the domains.

h. Describe receptive and expressive language development from birth through adolescence.
   1. Outline literacy development of this age group.
   2. Conduct an observation assessment on a child at any age from birth to 8 years of age on language and literacy development. Be detailed in your assessment.

i. Describe the Food Guide Pyramid and its application to children's needs.
   1. Identify criteria for developmentally appropriate feeding practices with children; 0-12 months, 13 months-2 years, 3-5 years, and 6-8 years.
   2. Describe specific methods for planning nutritious meals and snacks for children and how nutritional factors affect children in one or more developmental domains.
   3. Plan and implement a nutritious educational activity with a group of children.

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 four activities from A-J 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.

Lab Assignments:

a. Outline how children's art develops.
   1. Observe a child during creative art time.
   2. What materials did the child choose or was able for them to choose? How do you feel that impacted what the child `created?
   3. Describe and observe a child during music and movement and also during dramatic play time.
   4. What type of play is the child engaged in? What materials did the child choose or was able for them to choose? Be detailed in your observation.

b. Outline the roles of the teacher in promoting emergent literacy.
1. How can the teacher integrate the children's cultures into meaningful literacy experiences?
2. Analyze literacy materials for bias.
3. Describe how assessment information can be used to plan developmentally appropriate learning activities.
4. Discuss strategies for adapting literacy materials for children with special needs.
5. Observe a classroom to observe the promotion of emergent literacy. What activities are available? What did the teacher's do to engage the children? Be detailed in your observation.

c. Define philosophy and its components.
   1. Analyze program policies and write a parent policy handbook or staff personnel policy handbook for a child development program.

d. Describe the environment that provides children with a wide range of process-oriented experiences in the visual arts, music, dramatic play, and movement.
   1. Describe the methods and materials that will enhance creativity in children.
   2. Complete an assessment of the learning environments in the classroom.

e. Apply the developmentally appropriate principles, materials, and methods that encourage process-oriented experiences through play, small group learning experiences, open-ended questioning, group discussion, problem solving, cooperative learning, to help children develop intellectual curiosity, solve problems, make decisions, and become critical thinkers.
   1. Plan and implement a meaning, integrated learning experiences in the arts, music, dramatic play and movement to enhance thinking for children birth through age eight.

f. Analyze cultural influences on the literacy environment. Integrate literacy in all domains of learning.
   1. Design environments that are print-rich and offer children real-life and meaningful opportunities to develop skills and positive attitudes toward literacy. Provide opportunities with varied literacy tools.
   2. Use a variety of techniques (puppets, dramatization, flannel boards, storytelling, finger plays, poetry, rhymes, riddles, songs, pictures and computers) to promote literacy.
3. Conduct an observation of a classroom for literacy environment.
4. Analyze your literacy activity that you conduct with the children.

**g.** Describe developmentally appropriate indoor and outdoor environments for infants and toddlers.
   1. Identify characteristics of an effective room arrangement for infants and toddlers.
   2. Observe an infant or toddler classroom for room arrangement. Does it provide developmentally appropriate activities and is the environment developmentally appropriate? Be detailed in your observation.

**h.** Choose and/or make developmentally appropriate materials to use in an infant or toddler classroom.
   1. Plan and implement at least one developmentally appropriate learning activity for infants or toddlers. Evaluate your activity. Be detailed in your observation and assessment.

**i.** Discuss the relationship between nutrition and children's health and wellbeing.
   1. Evaluate a menu plan from a child care facility for nutrients, inclusion of cultural foods, use of food guide pyramid and amounts of foods needed for various ages.
   2. Observe, analyze, and participate in a meal or snack.
   3. Plan a one week varied, nutritionally balanced menu for young children of preschool age.

**j.** List and explain the types of observations of children.
   1. Describe ethical issues in assessment of children.
   2. Describe how personally bias can influence an observation and practice.
   3. Observe and record a young child's development using an assessment or observation tool of your own choosing.

**C. Lesson Three: Procedures, Regulations, and Laws**

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

*Student must select three activities from A-E 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.

**Lab Assignments:**

a. Define advocacy and analyze advocacy strategies. Describe the National Association for the Education of Young Children (NAEYC) accreditation process and explain the criteria in order to become accredited.
   1. Complete a self-study tool for an accreditation process. Where are your weaknesses or areas that need improvement and where are your strengths?

b. Discuss your state's licensing process and regulations. If you are in Texas, it would be the Minimum Standards for Child Care Centers.
   1. Explain your local, state, and national laws and regulations which impact your program.
   2. Identify resources available to assist programs.
   3. Discuss the impact of developmentally appropriate practices on the operations of a program.

c. Identify agencies and organization with nutritional regulatory guidelines that are affecting child care settings.
   1. What are some local, state, and federal regulatory guidelines?
   2. Do they have a positive or negative impact on running a facility effectively and providing quality nutrition to children?
   3. Compare and contrast the nutritional guidelines and regulations for your state and of the federal government.

d. Use knowledge of how children develop to describe a classroom environment and experiences that will encourage growth and development in all domain areas.
   1. Explain how to provide children with opportunities to recognize differences in individuals, appreciate diversity, and show respect for those different from themselves.
   2. Conduct an observation of a classroom. What opportunities do you recognize and experiences and the classroom environment that encourage growth in all the domains? Be detailed in your observation.

e. Analyze current issues as they relate to families and parenting.
1. Explain the importance of being sensitive to differences in family structures as well as social and cultural background as they relate to child rearing practice.

2. Evaluate the effect the community has on a child and their family.

3. Identify community resources available to support children's development, learning, and well-being.

4. Discuss legislation and public policies affecting children and families.

5. Advocate on behalf of early childhood issues relating to families and the community.

6. Attend training in the community that provides parenting or educational information for child care teachers/providers and parents.

7. Summarize the training and what you will use or implement in your own classroom or program setting.

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 two activities from sections A-C 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.

**Lab Assignments:**

a. Discuss labor laws.
   1. Discuss issues of negligence and liability.
   2. Evaluate insurance needs of a program. Be detailed in your assignment.

b. Analyze staffing needs.
   1. Discuss employment process (job description, recruiting, screening, interviewing, selecting, terminating).
   2. Develop an orientation plan.
   3. Discuss how to conduct effective staff meetings and plan a staff "mock" staff meeting.
   4. Prepare a staff handbook with necessary policies and procedures for employees.
c. Create your own philosophy for "your" facility including goals and objectives.
1. Compare and contrast at least two different philosophies.
2. Do the philosophies NAEYC Standards and Code of Ethical Conduct?
3. Evaluate how the philosophy of a program affects the curriculum.

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 two activities from A-D 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.

Lab Assignments:

a. Demonstrate safety procedures and practices in a child care setting including specific situation, i.e., transportation, field trips, evacuation procedures, fire and tornado drills and lock down.
   1. Are the facilities safety procedures in writing? If not, write the safety procedures and perform the drills or procedures.
   2. What are the evacuation procedures for children of various age group and children with special needs?

b. Describe most common causes and types of unintentional injuries to children and ways to preventing such injuries.
   1. Describe ways to structure space to create a safe, developmentally appropriate indoor and outdoor learning environment.
   2. Evaluate the indoor and outdoor environments for safety.

c. Explain the role of the care provider in caring for chronically and/or terminally ill children.
   1. Identify community resources for specific types of referrals.
   2. Complete nutrition, health, and safety records as needs.
   3. Use computation skills in menu planning and plan a menu for one week using the different nutritional values from the Food Pyramid.
   4. Conduct a health assessment on one child in the classroom using an assessment tool of your choice.

d. Examine statistics on abuse and neglect.
1. List types of abuse and neglect and behaviors which might be indicators of abuse/neglect.
2. Explain your state's statues and regulations on responsibility in reporting suspected abuse/neglect.
3. List the steps for reporting.
4. Describe caregiver's role in helping to prevent abuse and neglect. Does your facility have a child abuse policy in place? Submit a copy of the policy. If there is not one or one that is not adequate, write your own policy on child abuse and neglect that would cover types, symptoms, reporting and preventing.

**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 three activities from A-D 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.*

**Lab Assignments:**

a. Explain and describe the roles of the teacher in supporting visual arts, dramatic play, music and movement, and other developmentally appropriate activities.
   1. Observe a classroom during center or free play time. You will be observing the classroom and an individual child. How did the teachers interact with the children? What activities were provided for the children? Were they developmentally appropriate?

b. Identify components of effective communication.
   1. Discuss the steps of conflict resolution with adults.
   2. Explain the process of team building.
   3. Create and implement a staff communication form.
   4. Observe a classroom and/or facility for teamwork skills, effective communication and conflict resolution.

c. Analyze techniques for building partnerships with parents.
   1. Describe methods of parent education.
   2. Create and implement a technique(s) for providing parent education for building parent partnerships.
3. Conduct parent education training on a topic that is relevant for your facility.
4. Provide feedback on how your training went, topic and other details. Must submit your parent education training outline.

d. Discuss social and cultural influences with impact young children.
1. Explain the importance of establishing and maintaining a strong, positive communication and collaborative relationship with the families in your program.
2. Describe and demonstrate appropriate procedures and daily routines to include feeding, diapering, toileting, dressing, sleeping, and the importance in meeting children's needs.
3. Develop a daily schedule for infants, toddlers, and preschool classrooms.
4. Why is a daily schedule important in guiding young children?
5. Demonstrate the use of transitions, indirect and direct guidance techniques with young children.
6. Discuss why teamwork skills are important in working in the classroom.

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 to analyze and develop an anti-biased, developmentally appropriate curriculum.

*Student must select at least four 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.*

**Lab Assignments:**

a. Identify developmentally appropriate, culturally diverse and nonsexist activities and materials for teaching math and science.

b. Understand how technology can contribute to active mathematics and science learning.

c. Discuss literature relating to diverse cultures and lifestyles.
   1. Review literature relating to using anti-bias approaches in the classroom.
2. Explain how a child’s home language other than standard English affects their English language development.
3. Describe ways to enhance all children’s awareness and appreciation of languages and cultures.
4. Develop activities to enhance understanding of diverse cultures and lifestyles. Evaluate your activities that you implemented.
5. Analyze and develop an anti-bias, developmentally appropriate curriculum for one day that would be on a lesson plan.

d. Summarize ways to communicate and interact with parents and families.
   1. Describe how to establish and maintain strong, positive, and collaborative relationships with families in early childhood programs.
   2. Explain how teachers can work effectively with parents or primary caregivers to address young children’s needs and promote their development.
   3. Explain the importance of respecting parents’ choices and goals for their children.
   4. Describe how to involve parents in planning for their individual child.
   5. Communicate with parents (newsletter, bulletin board, message board, daily reports, and emails). Design a newsletter and a classroom bulletin board that will reflect what is going on in a single month in a classroom.

e. Examine literature on parenting styles and effective parenting techniques.
   1. Describe family structures and interaction patterns and how they influence growth and development of children.
   2. Describe changes in parenting and family life.
   3. Describe the role of families in teaching and supporting learning.

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.