

**Early Childhood Care and Education:
Course Syllabus – 2011
Ms. Ghindia and Ms. Hofmeister - Instructors**

Course Description: The Early Childhood Education program is a two year program designed to instruct junior and senior high school students with the competencies needed to gain entry level positions in the field of early childhood education. The laboratory is an actual preschool setting that gives the students a hands-on experience. Students operate a preschool which is open to the public Monday-Thursday. This gives the students an opportunity to work under realistic circumstances with close supervision of the instructor. Students are prepared to enter occupational fields such as: child care aide, infant care aide, nursery school assistant teacher, nanny, and home day care provider.

All students are active in FCCLA, an association for Consumer Science students. They are members of the local, state, and national organization. Leadership, social development, and community responsibility are all promoted through this youth organization

Instructional Philosophy: Children are America's greatest resource. Therefore, they deserve to have teachers who possess the knowledge and skills to provide a developmentally appropriate environment taking care of their needs. As the need has increased in our society for more women to enter the workforce, parents have become more aware of the importance of leaving their children with highly trained child care professionals. Thus the need for trained child care providers has increased and will continue to increase for the next several years. Vocational education was organized to help individuals develop into responsible contributing members of society by providing job-training programs. The early childhood program is an important aspect of vocational education. It is an investment in human capital. Early childhood students are taught in such a manner that they will have awareness that work is a way of creating, preserving, changing, and improving society. They will be provided with the basic knowledge about the growth and development, needs and behavior, and guidance of children.

Major Course Goals: The major course goals are:

1. Provide a setting that will stimulate the student to achieve the skills that will make them a valuable employee and contributing member of society.
2. Provide knowledge of child growth and development, principles of behavioral and physical science and communication skills, so that this knowledge can be applied on the job.
3. Demonstrate the appropriate techniques and attitudes in working with children both as an individual and as a member of a group.

4. Identify needs of preschoolers for play and appropriate stimulation of intellectual, social, emotional, and physical growth.
5. Provide knowledge of the various levels of employment in the Early Childhood Education field.
6. Demonstrate punctuality and regular attendance as a result of experiences acquired through the instructional program. Students must have a 90% attendance record at the end of the two year period to earn a certificate of completion. Any days in the Alternate Learning Center (ALC) count against the attendance. If you are not physically here, you are counted absent.
7. Develop leadership skills through participation in FCCLA, a student organization.
8. Demonstrate knowledge of local, state, and national organizations that are concerned with the issues facing those involved with young children.
9. Make appropriate decisions in the field of Early Childhood Education by understanding basic developmental patterns of children.
10. Demonstrate knowledge of licensing rules and regulations in accordance with Ohio Department of Education and Job and Family.

Major Projects:

Junior Year

1. Students may research the Newberry and Caldecott Awards. They will be required to read some of these books from each category and present evaluations and histories of the author/illustrator.
2. Students may complete several language and literacy projects. This will include a flip book story with illustrations. Students may also write a story and create puppets as visual aids. They may also retell a written story complete with visual aids, costumes, and prompts.
3. Students may create several flannel board activities that will be used with the children. These could include finger plays, nursery rhymes, fairy tales, music, and developmental activities.
4. Junior students may create several table games for preschoolers. These may include letters, numbers, shapes, colors, sequencing, or directional.
5. Each student will be responsible for completing a portfolio for each preschool child throughout the school year.
6. Students will be required to complete the job shadowing requirements. They will locate a work place relating to their career and technical program and spend several hours "shadowing" someone in this field. There are both pre and post assignments that also must be completed. Students will be given this information by the classroom teacher and encouraged to complete each assignment according to a time line.

Senior Year

1. Students may begin to create a professional resource file, write an autobiography, and complete six competency goals for caregivers.
2. Students will be responsible for running the preschool for one day. They will choose the curriculum and activities to teach the children. This will include creating the environment, lesson plans, and snack for the day.
3. All seniors will create a product as an extension of their senior research paper.
4. Each student will be responsible for completing a portfolio for each of their assigned preschool child/children throughout the school year.

Safety:

1. Students will be instructed the proper procedures to run the various lab equipment.
2. Students will be given a safety exam at the beginning of the year. They must take this test until they receive a 100%. This test will include hand washing, disinfecting, sanitizing, and proper procedures in the kitchen and using various lab equipment.
3. Students will be instructed about the importance of keeping the lab setting safe for children. This will include inspection of the toys, installing dummy plugs for the outlets, creating the environment, and daily health checks.

Instructional Activities:

1. Students will complete seasonal placemats and name tags for their assigned preschool children. These will be used during snack time.
2. Students will complete weekly lesson plans. These may include art, circle time activities, developmental activities, snack, theme, dates to be taught, and the name of the head teacher.
3. Students will complete a notebook containing the various theme packets distributed throughout the year. This will also include licensing rules for family day care and public day care settings.
4. During the junior level, the students will be instructed in the following areas: guidance and discipline, health and safety, preschool development, teaching story and puppetry, music, art, math, social studies, and special needs children.

5. During the senior level, the students will be instructed in the following areas: pregnancy and childbirth, infant development, toddler development, careers in childcare, setting up and running a day care center.

Course Assessment Plan:

The students in Early Childhood Education will perform competencies and competency builders in a manner acceptable to the business community. The standards set for these competencies will be recommended by the advisory committee members and employees in the community and evaluated by the instructor following these guidelines.

In order to measure the progress of each student in the program and to measure the effectiveness of the total program, the following evaluation procedures will be used:

LAB - Students will earn daily lab grades worth 20 points. On Friday the students will be evaluated according to how well they complete their Friday Jobs. There are 11 different Friday Jobs. These may consist of:

1. First Storage Room
2. Back Storage Room
3. Kitchen
4. Art Room
5. Tables, Chairs
6. Puzzles, Trucks
7. Manipulatives
8. Windows
9. Bulletin Boards
10. Housekeeping
11. Special Assignments

There are written assignments for each job area. The students turn these in to the teacher when the job is finished. The teacher will then evaluate the job and put a grade on the evaluation form. These jobs are done on a rotating basis.

From Monday through Thursday the junior students will be evaluated when they work with children. The following items will be evaluated:

1. Proper dress
2. Preparation for lab
3. Involvement with children
4. Teaching skills
5. Housekeeping lessons in lab

The senior students will be evaluated while working with the children on Tuesday through Thursday. On Monday and Friday they will be doing class work and completing assigned jobs.

Again, these evaluations will be worth 20 points. Evaluations are written in a rubric style with numbers ranging from 0-5. The levels are from non compliance to meeting all expectations.

Students will also be expected to write weekly lesson plans for the preschool. These plans are worth 20-25 points per week. If no plans are completed, the students will not be allowed to work with the children in lab. They will earn a "0" for any missed days of lab.

Related grades will be based on pretests, post tests, vocabulary, review questions, and assignment papers. The amount of points varies per chapter.

Most of the projects will be worth between 50 and 500 points. A written set of instructions will be given to each student. This same list may be sent to the parents and will include the due date. Grading rubrics will also be included for each activity.

Some projects may be used as 9-week tests or semester tests. These will be clearly marked on the instruction paper.

Measurement of learning will be an ongoing activity with emphasis on laboratory activities and competency improvement. Evaluation will be accomplished through reassessment of student skills, frequent formative assessment, both visual and written, and summative evaluations to determine mastery of competencies. The number of competencies mastered will be translated into appropriate grades consistent with the school's grading system and consistent with district and school policy.

The Trumbull Career and Technical Center grading scale is:

92 - 100 = A
83 - 91 = B
74 - 82 = C
66 - 73 = D
Below 66 = F

Daily attendance grades will be taken. Every day that a student is in school, they will

receive 5 points. If they are absent, they will not receive any points. At the end of every nine weeks, the points earned will be entered into the grade book as an attendance grade.

Since a lab grade cannot be earned if they are absent, they will receive a "0". Students will have an opportunity to make up the missed grade by reading and summarizing an article.

If they provide a documented excused absence, they will be allowed to make up any missed work.

Early Childhood students will be graded on a point system. They will earn points for the evaluation forms, projects, lesson plans, and all related work assigned. These points are on an equal basis. At the end of the grading period, the points will be totaled and transferred to a letter grade. At the completion of the program each student will receive a Career Passport indicating competencies in which the student is proficient.