

**CENTRAL TEXAS COLLEGE**  
**SYLLABUS FOR CDEC 2424**  
**CHILD DEVELOPMENT ASSOCIATE TRAINING III**  
**Four (4) Credit Hours**

**INSTRUCTOR:** \_\_\_\_\_ **PHONE:** \_\_\_\_\_  
**OFFICE HOURS:** \_\_\_\_\_ **EMAIL:** \_\_\_\_\_

**I. INTRODUCTION**

- A. Continuation of the requirements for the Child Development Associate National Credential (CDA). Three of the 13 functional areas of study include family, program management and professionalism.
- B. The student will describe methods to establish positive and productive relationships with families; explain methods to ensure a well-run, purposeful program responsive to participant needs; and identify how to maintain a commitment to professionalism. The student will demonstrate knowledge of family, program management, and professionalism. The student will utilize skills in writing, speaking, problem-solving, time management and record keeping.
- C. This course is occupationally related and serves as preparation for careers as a child care provider, employment with Head Start and military child development centers, or continuation for obtaining an Associates in Applied Science degree in Child Development.
- D. Required Lab Hours: 32 hours working directly with children in an approved lab setting.
- E. Prerequisite: None

**II. OVERALL OR GENERAL OBJECTIVES OF THE COURSE**

- A. Upon successful completion of this course, Child Development Associates III, the student will be able to:
  - 1. Describe methods to establish positive and productive relationships with families. (C10, C11, C12, C13, C 14, F15, and F16)
    - a. Maintain an open, friendly and cooperative relationship with each child's family.
    - b. Encourage family involvement in the program.
    - c. Support the child's relationship with his or her family.
    - d. Incorporate information about families' culture, religion and child-rearing practices in classroom experiences.
    - e. Provide opportunities for parents to understand their child's development and point-of-view.

- f. Provide resources to help families meet their child's needs.
2. Explain techniques to ensure a well-run, purposeful program responsive to participant needs. (C1-C20, F1-2, F5, F6, F8, F13, F17)
    - a. Use all available resources to ensure an effective program operation.
    - b. Organize, plan and maintain up-to-date records.
    - c. Utilize effective communication skills.
    - d. Demonstrate teamwork skills when working with colleagues and families.
  3. Identify how to maintain a commitment to professionalism. (C9-C14, F1-2, F5-17)
    - a. Use knowledge of early childhood theories and practices to make decisions.
    - b. Promote quality in child care services.
    - c. Participate in opportunities to develop competence both for personal and professional growth and for benefit of children and families.
    - d. Explain the impact on children of current regulatory, legislative and workforce issues.
  4. Utilize skills in writing, speaking, problem-solving, time management and record keeping. (F1, F2, F5)

### **III. INSTRUCTIONAL MATERIALS**

The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

### **IV. COURSE REQUIREMENTS**

- A. General Requirements (individual assignments and assignment guidelines will be posted in your online course or distributed by your instructor in your face-to-face class).
  1. Participate in class and read all assigned work.
  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 Requirement- 32 hours of lab are required for this course. Lab Requirements are the same in all online and face-to-face classes.

**NOTE: The student may not receive a final grade without completing this requirement in full.**

## V. EXAMINATIONS

- A. There will be at least two examinations or alternate classroom work.
- B. There will be Chapter quizzes or alternate classroom work.
- C. Only students with excused absences will be permitted to take make-up exams or late work. Make-up examinations will be given only with the instructor's permission.
- D. All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examinations.

## VI. SEMESTER GRADE COMPUTATIONS

- A. Your point total is determined by adding earned points on each assignment and scored assignments. (projects, labs, examinations, participation, exams, quizzes, discussions, professional portfolio, and other assignments).

\*Students who are unable to complete all required lab hours will receive an IP in this course, and directions pertaining to an IP will be followed. (See VIII C on page 5)

<u>Points</u>	<u>Grade</u>
90-100%	A
80- 89%	B
70- 79%	C
60- 69%	D
Below 60%	F

- B.** It is the student's responsibility to complete the course requirements as defined with the syllabus and by the instructor. The final grade for the course is a compilation of the grades for each of the major requirements to include exams, quizzes, projects, lab or field experience, class participation and attendance.

## **VII. NOTES AND ADDITIONAL INSTRUCTIONS**

- A.** **Withdrawal from course:** It is your responsibility as a student 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. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in any classroom or laboratory/field experience setting.
  
- 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. 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: Chapter 28; Guiding Field Trip Experiences**

1. **Learning Outcomes**: Upon successful completion of this lesson, Chapter 28, Guiding Field Trip Experiences, the Student will be able to:
  - a. Describe the importance of field trips.
  - b. Explain points of consideration for first field trip experiences.
  - c. Explain the types and purposes of theme walks.
  - d. Outline the process for selecting a field trip.
2. **Learning Activities**:
  - a. Brainstorm 10 possible local field trips sites. For each site listed, find out the address, phone number, website, contact person's name, teaching opportunities, and price information. Make a database of the information and then compare and contrast your opinions. (C1-9, C13-15, C18, F1-17)
  - b. Interview an early learning center director for information about liability and accidents that may occur when a child is on a field trip. Does the center's permission slip absolve the center or individual teachers from a lawsuit for damages? What situations may cause special concern on field trips? Write a brief report of your finding. (C1, C3, C4, C5-12, F1-17)
  - c. Plan a field trip for your class. Consider the children's ages, curriculum learning, and schedules. Draw conclusions about what field trips would be best suited to the children and to the center's resources. Outline the plan for your field trip, including all of the factors covered in this chapter. (C1-20, F1-17)
  - d. **Discussion Question**: Dwayne, Jennifer, and Blanca are the lead teachers for next Monday's child care lab. Their teacher expects well-written lesson plans by the end of the class. It's Friday afternoon, and Dwayne suggests a field trip to the local sporting

goods store. What concerns would you have about the potential success of this plan? How important are hands-on activities as part of a field trip for young children? What examples of hands-on participation would you suggest for field trips to each of the following: a bakery; the fire department?

- e. Lab Assignment: Visit a local child care facility that conducts field trips. Request to view their policies and forms. Research in your community some educational and fun trips. Compile a list of five sites with their name, location, phone number, cost, and other information. Please see Chapter 28 for more details. Write your own field trip permission form and guidelines.

3. **Equipment and Materials:**

- a. Determined by instructor.

4. **Lesson Outline:**

- a. The importance of field trips.
- b. Points of consideration for first field trip experiences.
- c. The types and purposes of theme walks.
- d. The process for selecting a field trip.

**B. Lesson Two: Chapter 28 (Cont.); Guiding Field Trip Experiences**

1. **Learning Outcomes:** Upon successful completion of this lesson, Chapter 28, Guiding Field Trip Experiences, the Student will be able to:

- a. List ways to promote safety on field trips.
- b. Plan a field trip from pre-trip planning to follow-up activities.
- c. Describe the process of making and taking virtual field trips.

2. **Learning Activities:**

- a. Write an article describing an upcoming field trip experience for the parent newsletter. Include the goals of the trip, the names of resource people and chaperones, and what the children will learn from the trip. (C1-14, F1, F2, F7-13, F15, F16)
- b. Search for websites that offer pre-developed virtual field trips. Choose three of these field trips. (C1-14, F1, F2, F5-12)
- c. Complete the Reflect/Review and Chapter 28 assessment.

3. **Professional Portfolio:**

- a. RC IV-2: The name and contact information (phone number, web site, etc.) of a translation service for families whose home language is other than English as well as a service that provides American Sign Language translations.

4. **Equipment and Materials:**

- a. Determined by instructor.

5. **Lesson Outline:**

- a. Field trip safety.
- b. Planning field trips (pre-trip planning to follow-up activities).
- c. Virtual field trips.

C. **Lesson Three: Chapter 29; Programs for Infants and Toddlers**

1. **Learning Outcomes:** Upon successful completion of this lesson, Chapter 29, Programs for Infants and Toddlers, the Student will be able to:

- a. List the characteristics of a nurturing infant/toddler caregiver.
- b. State guidelines for proper infant/toddler care.
- c. Explain the concept of serve and return and how it impacts infant development.
- d. Design functional and developmentally appropriate infant and toddler environments.
- e. Describe developmentally appropriate ways of interacting with infant and toddlers.

2. **Learning Activities:**

- a. Determine what types of spaces would need to be added to an infant center to accommodate toddlers. What additional safety features would you have to install? (C1-20, F1-17)
- b. Ask three early learning centers for examples of daily care records. Analyze what events and routines are covered and how detailed the care records are. How effective would these records be in coordinating home and center efforts? Are the levels of detail reasonable for busy child care workers? (C1, C2-4, C5-8, F1-12)
- c. Search online or visit a library to locate parenting and family advice magazines that address topics such as diapering and feeding. Select a sample issue of two publications and read several articles. (C1-16, F1, F2, F7-17)

- d. Discussion Question: How can information about a child's family background help the teacher provide a quality experience while meeting the child's needs? Give examples of specific types of information and explain how you would use the information in planning for the class.
- e. Lab Assignment: Visit an Infant/Toddler classroom or facility and observe and record the design of their space. Then draw your own Infant/Toddler space on an 8x10 sheet of paper that would cover all the domains of a young child. What are some differences and some similarities, if any, with both environments? What are some changes that would need to be made, if any? Observe and record meal time of an Infant/Toddler classroom.

3. **Equipment and Materials:**

- a. Determined by instructor.

4. **Lesson Outline:**

- a. Characteristics of a nurturing infant/toddler caregiver.
- b. Guidelines for proper infant/toddler care.
- c. Concept of serve and return and how it impacts infant development.
- d. Developmentally appropriate infant and toddler environments.
- e. Developmentally appropriate ways of interacting with infant and toddlers.

D. **Lesson Four: Chapter 29 (Cont); Programs for Infants and Toddlers**

1. **Learning Outcomes:** Upon successful completion of this lesson, Chapter 29, Programs for Infants and Toddlers, the Student will be able to:

- a. Handle the routines of infants and toddlers.
- b. Select toys that are safe and developmentally appropriate for infants and toddlers.
- c. Plan the curriculum for infants and toddlers.
- d. Maintain the environment to prevent illnesses.

2. **Learning Activities:**

- a. Create activities for infants that will promote development of their physical and motor, language, social, and sensory skills. (C1-14, F1, F2, F7-17)
- b. Research activities for infants and toddlers that stimulate brain development. (C1-3, C5-8, C10, C11, F1, F2, F7-17)

- c. Write lesson plans incorporating activities that will promote development of toddler's physical, vocabulary, language, math, and science skills. (C1-3, C5-20, F1, F2, F7-17)
- d. Locate sources for suppliers of toys for infant and toddlers. Select five toys available through different suppliers and compare them in quality, materials, and cost. (C1-8, C14, F1-17)
- e. Complete the Review/Reflect and Chapter 29 assessment.

**3. Professional Portfolio:**

- a. RC V: Three sample of record keeping forms you use/have used. Include an accident report form, an emergency form and a completed tool/form that you have used to observe for a document a child's developmental/learning progress (Do not include the child's name)

**4. Equipment and Materials:**

- a. Determined by instructor.

**5. Lesson Outline:**

- a. Routines of infants and toddlers.
- b. Toys for infants and toddlers that are safe and development appropriate.
- c. Curriculum for infants and toddlers.
- d. Environment for infant and toddlers to prevent illnesses.

**E. Lesson Five: Chapter 30; Programs for School-Age Children**

**1. Learning Outcomes:** Upon successful completion of this lesson, Chapter 30, Programs for School-Age Children, the Student will be able to:

- a. Describe the three basic program models used in school-age care.
- b. Identify the characteristics of an effective teacher in a school-age program.
- c. Discuss how to arrange indoor and outdoor space in a school-age care environment.
- d. Explain ways to assess children's interests for curriculum planning.
- e. List the components of a typical daily schedule in a school-age program.

**2. Learning Activities:**

- a. Visit two programs for infants, toddlers, preschoolers, and school-age children. After visiting and taking detailed notes about the programs, compare and contrast them. (C1, C4, C5-8, F1, F2, F8-12)
- b. Interview a school-age teacher about characteristics that make them effective at their job. (C1, C5-8, F1, F2, F5, F6, F10)
- c. Why is it important to promote the awareness of respect for cultural diversity in school-age programs? Brainstorm activities that would encourage respect for cultural diversity and analyze how these activities could best be adapted for school-age children. (C5-8, C14, F1, F2, F7-17)
- d. Interview school-age teacher and evaluate daily schedule for program. Does the School-age teacher use arrival or departure times to share information with the parents? Are both indoor and outdoor activities provided? Are there times for children to choose their own activities? (C1, C5-8, F1, F2, F5-17)
- e. Discussion Question: How can staff help school-age children achieve self-control? In what ways can staff involve the children in daily problem-solving activities? Give examples. Why might school-age programs that involve student input and are based on student interest be successful? Why type of student might benefit more from an adult-centered program?
- f. Complete the Review/Reflect and Chapter 30 assessment.

**3. Professional Portfolio:**

- a. CS V: Competency Statement V (To ensure a well-run, purposeful program that is responsive to participant needs):  
Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard.

CS V a Then writes at least one paragraph that describes how you used the observation tool/form you included in the RC V. Why are observations and documentation important parts of program management? How do you ensure that you are accurately/objectively observing and tracking each child's development and learning progress?

**4. Equipment and Materials:**

- a. Determined by instructor.

**5. Lesson Outline:**

- a. Three basic program models used in school-age care.
- b. Characteristics of an effective teacher in a school-age program.
- c. Indoor and outdoor space in a school-age care environment.
- d. Children's interests for curriculum planning.
- e. Daily schedule in a school-age program.

**F. MIDTERM Exam: Chapters 28-30**

**G. Lesson Six: Chapter 31; Guiding Children with Special Needs**

**1. Learning Outcomes:** Upon successful completion of this lesson, Chapter 31, Guiding Children with Special Needs, the Student will be able to:

- a. Contribute to the development of an Individualized Education Plan for a child with special needs.
- b. Develop individualized learning objectives and teaching strategies for a child.
- c. Explain the role of the teacher in working with children who have special needs.

**2. Learning Activities:**

- a. Analyze some lesson plans and see if they are suitable for working with children who are gifted or children who have special needs. What additional information, activities, or enrichment would you add to make the lessons appropriate for a child with a special need? Could you manage to do this without making lessons that would be too difficult or easy for other children? (C1, C5-8, C10-14, F1, F5-17)
- b. Imagine that a child in a wheelchair recently joined a center that had never had a child with a physical disability before. Research changes the early learning center would probably have to make to become wheelchair accessible. Note such factors as carpeting or rugs; doorways; ramps, and doorknobs; space between furniture; height of furniture; and nonslip flooring. Draw conclusions about what changes would need to be made. (C1-8, F1-17)
- c. Discussion Question: The teacher has just introduced a new student, Charlie, to the preschool class. She told the children that Charlie has ADHD; had trouble listening and following directions; and will need a lot of help from everyone in the class to help him fit in. What is wrong with this introduction in timing and content? What would you improve?

- d. **Lab Assignment:** Interview a special education teacher or someone who works with children with special needs or Early Childhood Intervention (ECI). Ask about how IEP's (Individualized Education Plans) help teachers and parents meet children's needs. How do IEP's ensure that children receive the special services they need? Observe the classroom or facility and record whether they have accommodations for children with special needs.

3. **Equipment and Materials:**

- a. Determined by instructor.

4. **Lesson Outline:**

- a. Individualized Education Plan for a child with special needs.
- b. Individualized learning objectives and teaching strategies for a child.
- c. Role of the teacher in working with children who have special needs.

H. **Lesson Seven: Chapter 31 (Cont.); Guiding Children with Special Needs**

1. **Learning Outcomes:** Upon successful completion of this lesson, Chapter 31, Guiding Children with Special Needs, the Student will be able to:

- a. Describe methods for identifying and working with special needs that may be encountered in the early childhood program: hearing, communication, vision, physical, health, intellectual, and behavioral disorders.
- b. Explain the special needs of children who are gifted and how these needs can be met.
- c. Describe methods of integrating children with special needs into a typical program.

2. **Learning Activities:**

- a. Research the qualifications required of a special education teacher. What programs or courses are available for learning to teach children with special needs? What are the requirements for teachers of special needs children in the child care centers and preschools? Compare and contrast the qualifications and requirements. (C3-8, F1, F2)
- b. Research giftedness and techniques for teaching gifted children. Create a bibliography of your resources. (C1, C3, C5-8, F1, F2)
- c. Complete the Review/Reflect and Chapter 31 assessment.

**3. Professional Portfolio:**

- a. RC IV-3: The name, contact information and brief descriptions of at least two agencies in the community that provide resources and services for children with disabilities (in most communities, the local school district provides these services.)

**4. Equipment and Materials:**

- a. Determined by instructor.

**5. Lesson Outline:**

- a. Identifying and working with special needs that may be encountered in the early childhood program: hearing, communication, vision, physical, health, intellectual, and behavioral disorders.
- b. Gifted children and how these needs can be met.
- c. Integrating children with special needs into a typical program.

**I. Lesson Eight: Chapter 32; Engaging Parents and Families**

**1. Learning Outcomes:** Upon successful completion of this lesson, Chapter 32, Engaging Parents and Families, the Student will be able to:

- a. List objectives for family engagement.
- b. Describe the importance of a positive caregiver-family partnership.
- c. Cite the advantages and disadvantages of various methods for engaging families in the center.
- d. Design a center newsletter.
- e. Write a letter to families.

**2. Learning Activities:**

- a. Collect examples of preschool parent newsletters and other communications sent home to parents. Review the examples for evidence of simple, clear writing; accurate spelling and grammar; and concise and useful information. (C1, C3, C5-8, C14, F1, F2, F8-17)
- b. Review the list of questions that parents most often ask teachers during parent-teacher conferences. Draw conclusions about how you should answer these questions. (C1, C5-8, C11, F1, F2, F8-17)
- c. Identify some discussion topics for a parenting group. What resources, articles, or advice would you bring to supplement the

family's discussions? (C1, C3, C5-8, C11, C12, C14, F1, F2, F8-17)

- d. Discussion Question: How can daily casual conversations with parents before and after the program encourage mutual support in reaching the center's goals for the children? What are some other benefits you may experience through this daily communications? Why might new child care teachers have feelings of anxiety and nervousness when dealing with parents? What strategies can help new teachers handle these emotions in order to have successful parent-teacher conferences?
- e. Lab Assignment: Interview several early childhood teachers and find out the strategies they use for developing alliances with parents. Identify two advantages that child care teachers, who work as partners, have with parents. Why is it important to work together as a team? Interview a center director/teacher and collect samples of information that the teachers use during a parent-teacher conference. Develop a list of materials that could be included in a portfolio for a child. Make a list of questions that parents most often ask teachers during a parent-teacher conference.

3. **Equipment and Materials:**

- a. Determined by instructor.

4. **Lesson Outline:**

- a. Family engagement and some advantages and disadvantages of various methods.
- b. Importance of a positive caregiver-family partnership.
- c. Center newsletter.
- d. Letters to families.

J. **Lesson Nine: Chapter 32 (Cont.); Engaging Parents and Families**

1. **Learning Outcomes:** Upon successful completion of this lesson, Chapter 32, Engaging Parents and Families, the Student will be able to:
  - a. Plan, conduct, and follow up on a parent-teacher conference.
  - b. Explain how to conduct a discussion group.
  - c. Describe the process of recruiting and giving orientation to family volunteers.

2. **Learning Activities:**

- a. Prepare a sample newsletter. Select a newsletter title and create a visually appealing heading and design with the center's contact information and date. Write articles to fill four pages of the newsletter and illustrate the articles with images to create interest. (C1, C3, C5-8, C10-17, F1, F2, F7-17)
- b. Research articles and interview two early childhood teachers about what makes an effective parent-teacher conference. (C1, C3, C5-8, F 1, f2, f5-17)
- c. Complete the Reflect/Review and Chapter 32 assessment.

3. **Professional Portfolio**

- a. CS IV: Competency Statement IV (To establish positive and productive relationships with families):  
Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard.  
Then prepare at least one paragraph on each of the following:

CS IV a How do you ensure that families are kept aware of what's happening in their child's daily/weekly life in your program?

CS IV b How do you ensure that you are aware of what's happening in each child's home life? How does that awareness direct your teaching practices?

CS IV c Reflect on the feedback you received in the Family Questionnaires you collected. Explain how the responses surprised you, confirmed your own reflections about yourself and/or gave you a new goal for professional growth.

4. **Equipment and Materials:**

- a. Determined by instructor.

5. **Lesson Outline:**

- a. Plan, conduct, and follow up on a parent-teacher conference.
- b. Explain how to conduct a discussion group.
- c. Describe the process of recruiting and giving orientation to family volunteers.

**K. Lesson Ten: Chapter 33; A Career for You in Early Childhood Education**

1. **Learning Outcomes:** Upon successful completion of this lesson, Chapter 33, A Career for You in Early Childhood Education, the Student will be able to:
  - a. Explain how interests, abilities, and values affect career choices.
  - b. Compile your resume.
  - c. Write a cover letter.
  - d. List various methods for seeking employment.
  - e. List questions to ask during an interview.
  - f. Explain the basic interviewing process.
  - g. Prepare a teaching portfolio.
  - h. Describe illegal questions and how to respond to them.
  - i. Describe the rights and responsibilities of employees and employers.
  - j. Summarize the importance of finding balance among family, work, and community roles.
  
2. **Learning Activities:**
  - a. Why is professionalism important in early childhood education? How are professional ethics related to professionalism? (C1, C3, C5-8, F1, F2, F13-17)
  - b. Prepare a resume according to the instructions in this chapter. (C1, C3-8, F1, F2, F5-17)
  - c. Research online job boards for early childhood education. Identify job databases and make a list of titles for early childhood education positions. What are the typical key words used? What are the job descriptions? (C1, C3-8, C11-20)
  - d. Write a brief description of your teaching style from your experiences. Look at evaluations from teachers and supervisors and include remarks that show what others think about your teaching style. (C1, C3-8, F1, F2, F6, F10-17)
  - e. Prepare a teaching portfolio. Analyze how each component of your portfolio demonstrates your skills, interests, or abilities. (C1-20, F1-17)
  - f. **Discussion Question:** How can a cover letter help you stand out from the crowd? What are some common mistakes made in writing a cover letter? How can a high job turnover rate affect a child care center? How might it affect the children in the center?
  - g. **Lab Assignment:** Choose one job description and write a cover letter tailored to that job. Be sure to include key words from the description and to explain why you are the best candidate for the position. Prepare a resume according to the instructions in this chapter. Interview a center director and ask what characteristics

they look for in hiring a teacher to work with young children. Prepare some questions you would ask during an interview and why would you ask those questions.

- h. Complete the Reflect/Review and Chapter 33 assessment.

**3. Professional Portfolio**

- a. CS VI: Competency Statement IV (To maintain a commitment to professionalism):

Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard.

Then prepare at least one paragraph on each of the following:

CS VI a Reflect on why you chose to become an early childhood professional.

CS VI b Reflect on what you believe are the most important indicators of professionalism that you possess.

- b. **The Professional Philosophy Statement**

The Professional Philosophy Statement is the final reflective task in the creation of your Professional Portfolio. Here you will summarize your professional beliefs and values about early childhood education after you have completed the professional development experience of designing your portfolio by collecting resources and writing all six Reflective Statements of Competence. The Professional Philosophy Statement should be no more than two pages in length.

Identify your personal values and beliefs around teaching and learning: How do you believe young children learn? Based on this, what do you believe your role is? Beyond teaching and learning, reflect and write about what you believe are the other important aspects of your role in the lives of children and families.

**4. Equipment and Materials:**

- a. Determined by instructor.

**5. Lesson Outline:**

- a. Career choices.
- b. Resume and cover letter.
- c. Methods for seeking employment.
- d. Interview questions and process.

- e. Teaching portfolio.
- f. Illegal questions and how to respond to them and rights and responsibilities of employees and employers.
- g. Summarize the importance of finding balance among family, work, and community roles.

**L. FINAL Exam: Chapters 31-33**

**CLASS SCHEDULE/SYLLABUS DISCLAIMER:**

A syllabus is not a contract between instructor and student, but rather, a guide to course procedures on attendance, requirements, grading, objectives and class topic, and reading schedule. The instructor reserves the right to amend the syllabus when circumstances dictate or unusual opportunities for student learning arise. Student will be duly notified.