

**Instructor's Name:** Edna Margarita R. Carmona, M.Ed., M.A., C.T.E.  
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**Work Phone Number:** (510) 723-3880 ext. 26111  
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**Sponsoring Agency:**

Hayward Unified School District Child Development Programs  
c/o Kristina Lynn Adams, Program Director  
23640 Reed Avenue Hayward, CA 94544  
(510) 723-3880 ext. 26102

**Course Title and Objective:**

Principles and Professional Experience in Early Childhood Education aims to qualify adult education students for the Child Development Teacher Assistant Permit through the California Commission on Teacher Credentialing (CCTC). This credential requires a minimum of 6 college units in Early Childhood Education (ECE).

**Continuing Education Units:** 6

**Total Course Hours:** 282

**Spring 2014 Days, Dates and Times:**

Monday-Friday, January 6 - June 11, 2014  
AM Session: 9:00-11:00 PM Session: 12:45-2:45

**Course Outline:**

**A. Purpose:**

**Background Context:**

The HUSD Child Development Program serves over 700 preschool children in 23 state-funded classrooms throughout the city of Hayward. 17 classrooms offer two part-day sessions – AM and PM. We also have 6 full-day family child care programs within our Family Child Care Home Education Network (FCCHEN). HUSD Child Development has a strong community of parents who are involved as regular volunteers in the classroom. Parents are highly encouraged by the teachers to volunteer at least 6 hours a month in the classrooms. Most parents exceed program expectations for volunteerism.

**Statement of Educational Problem:**

Volunteer parents have minimal supervision, positive behavior guidance, and academic-readiness support skills. Teachers consistently express a concern with regards the liability issues presented by untrained and unskilled parent volunteers in the classroom. Teachers do not have the time to train parents on the rudiments of professional child development practice.

**Statement of Course Justification:**

The CSUEB Open University at HUSD Child Development Project is our visionary solution to the problem of uninformed parent/family volunteer participation in our 15 state subsidized part-day preschool classrooms. By offering a college-articulated Career and Technical Education (CTE) Early Childhood Education (ECE) course to our parent/family volunteers, we empower our adult community to implement best practices in ECE and to obtain work as preschool educators. A college-articulated CTE model is best for our desired outcomes due to its internship/apprenticeship component. Our low-income and job-seeking adult/family volunteers can earn higher education units while volunteering in our classrooms under the supervision of our veteran and credentialed teachers. The higher education units will qualify our adult/family volunteers to work as paid Child Development Teacher Assistants in preschool programs throughout California.

**B. Chartering Agency Qualifications:**

The Hayward Unified School District California State Preschool Program (HUSD/CSPP) is funded through the California Department of Education Child Development Division. As a state preschool program, it is subject to rigorous compliance and quality reviews by state analysts in the areas of health and safety, physical environment, curriculum planning and implementation, child progress assessment, parent involvement and fiscal management. The instructional team is comprised of 30 ECE professionals with at least 15 years of teaching experience. 7 teachers possess a Program Director Permit (license to direct multiple sites); 12 teachers possess a Site Supervisor Permit (license to direct a single site), 5 teachers possess a Master Teacher/Teacher Permit (license to conduct instruction with up to 24 children) and 6 teachers possess a Teacher Associate Permit (license to conduct instruction with up to 12 children). This team is led by Program Director Kristina Lynn Adams, President of the California Child Development Administrator's Association and winner of the 4C's of Alameda County's "Champion for Children 2013" award. The course instructor and new assistant director Edna Margarita R. Carmona is an award-winning Career and Technical Education (CTE) teacher from the San Mateo County Office of Education Regional Occupational Program (SMCOE/ROP).

**C. Audience:**

Principles and Professional Experience in Early Childhood Education is enrolling the parent/family volunteers who already participate in HUSD state preschool classrooms. Parent/family volunteers are categorically low-income per the California Title 5 Child Care and Development Programs Regulations. In addition, these parent/family volunteers qualify for free or reduced price meals per the California Adult and Child Food Program (CACFP) Guidelines. Lastly, a

majority of them are English learners and are currently seeking gainful employment.

**D. Instructor:**

Edna Carmona is a 15-year ECE professional concluding her 10<sup>th</sup> year as a developer of preschool and school age programs. For the most recent 6 years of her career, she has served as the CTE Child Development Instructor and Mills Preschool Laboratory Director for the San Mateo County Office of Education Regional Occupational Program (SMCOE/ROP) at Mills High School serving over one hundred students in Grades 9-12. In 2009 she created for SMCOE/ROP a 3-unit college elective course called *Principles in Early Education* – an advanced training program for CTE students interested in becoming a teacher. This course includes an intensive student-teaching component at Spring Valley Elementary School and A Child’s Way Before and After School Program in Millbrae. Her advanced Child Development students perform academic intervention strategies and help mentor teachers implement mainstream curricula in 15 elementary school classrooms. She completed a *Master of Arts in Education* and an *Administrative Services Credential* program at the University of California, Berkeley. In addition, she has a *Master of Arts in Human Development* degree from Pacific Oaks College. Lastly, she holds a *Child Development Program Director Permit* and a *CTE Credential in Education, Child Development and Family Services* from the California Commission on Teacher Credentialing. Edna has been awarded *Teacher of the Year* by the *CA League of High Schools (2012-2013)* and the *CA Regional Occupational Centers and Programs (2010-2011)*. Please see resume for further details.

**E. Content:**

1. **Course Title:** Principles and Professional Experience in Early Childhood Education
2. **Course Description:**

Child Development is a college-articulated and UC-approved course that trains students for the work of preparing preschool children (ages 3-5 years) for kindergarten. It begins with a reflection on students’ personal values in relation to the profession’s code of ethical conduct, and culminates in the study of professional strategies for developing the major learning domains: physical, social, emotional, cognitive, and creative. Equipped with theoretical knowledge and practical skills in early childhood education, students create a high quality preschool environment that captures the ideal of “learning through play” in service of community children and families.

**3. Research:**

The course makes appropriate use of theoretical research in Educational Psychology and Child Development. The developmental research areas covered include the physical, cognitive, language, social and emotional domains.

#### **4. Professional Development and Learning Objectives:**

1. Students work both independently and collaboratively
2. Students attend instruction and practicum sessions regularly and on time
3. Students practice health and safety procedures
4. Students demonstrate initiative and critical problem-solving
5. Students implement research-based best practices in Early Childhood Education

#### **5. Sequence of Topics:**

**Week 1** Course Overview & Dialogue on Culture. The Early Childhood Education Culture & The NAEYC Code of Ethics.

**Week 2** B.F. Skinner's Theory of Operant Conditioning. Legal & Illegal Forms of Behavior Management.

**Week 3** Child Abuse Signs & Reporting. Social-Emotional Health & Safety of Young Children. Stages of Physical Development. Health & Safety Risks in ECE Centers.

**Week 4** Health & Safety Risks in ECE Centers. First Aid & CPR Procedures. Proper Food Preparation. Early Childhood Environment Rating Scale (ECERS-R).

**Week 5** Gardner's Theory of Multiple Intelligences. Promoting the Development of The Whole Child. Vygotsky's Sociocultural Learning Theory.

**Week 6** Stages of Language Development. Dialogic Reading Strategies. Music and Movement Strategies. Introduction to the Desired Results Developmental Profile – Preschool (DRDP-PS).

#### **6. Instructional Plan:**

**A. Mode of Instruction:** As a regular pattern of instruction, here are the methodologies used throughout the units:

Direct Instruction: This is the medium through which the instructor models the presentation of curricular objectives, terminology, concepts and forms of assessment. Through a consistent modeling of the standard curricular flow, from introduction to assessment, students integrate a particular rhythm and set of instructional strategies into their practice as they prepare for their own curriculum planning and presentation assignments.

Think-Aloud: Oral reflection makes use of students' analytic and creative thinking skills in addressing complex and open-ended real-life concerns with multiple possibilities for resolution. All units in this course of study require students to use each other's perspectives as a means to question, define and refine values related to educational practices.

Socratic Seminar: Students present education ideas supported by textual evidence and practical references.

Close Reading and Text Annotation: This teacher-directed strategy complements the presentation of unit topics and is closely guided by specific writing prompts aimed at defining key terminology and concepts for student application.

Written Reflections: Students analyze concepts within the context of personal experience and define learning in terms of actionable steps at internship site.

Video Watching: This visual and auditory reinforcement of best practices by education professionals in action is beneficial for scaffolding newly acquired skills prior to demonstration. Videos are used as a secondary medium for modeling technical skills involved in teaching.

Guided Practice: Students practice skills taught during direct instruction independently or in small groups guided by personalized constructive feedback from the instructor.

Peer Observation and Criticism: Students evaluate each other's performance according to specifically defined criteria for excellence in oral presentations. In this way, students internalize the expectations for professional presentations.

## **B. Major Learning Exercises:**

### **Topic: The Early Childhood Education Culture & The NAEYC Code of Ethics.**

Text-Supported Problem Analysis: Students cite textual support from the NAEYC Code of Ethical Conduct for the practical resolution of school dilemmas as experienced by elementary school teachers.

Written Synthesis of Learning: Students connect personal experiences of memorable teachers with the NAEYC Code of Ethical Conduct and the principles of cultural competence as they are guided to develop the capacity for pluralistic or “both-and” thinking by projecting the 3<sup>rd</sup> space perspective onto their upcoming work with elementary school children.

Modeling of Learning through Dramatization: To integrate the concepts around ethical conduct in education, students enact a problematic school scenario with an emphasis on employing the standards of the 3<sup>rd</sup> space perspective. Constructive feedback is provided on the practical application of theory and lesson presentation.

**Topic: Health & Safety of Young Children**

Environment Rating and Design: Students state a multi-dimensional definition of the high quality child development classroom by studying the 49 measures of the Early Childhood Environment Rating Scale – Revised (ECERS-R) assessment tool. They rate our preschool laboratory program based on the ECERS-R, and then create a blueprint for improvement of one interest area within a \$300-\$400 budget. Each design idea is annotated with specific ECERS-R measures and indicators. Student plans for area improvement are implemented to the extent possible.

**Topic: Promoting the Development of The Whole Child.**

SDAIE Lesson Presentation: Students practice designing a multi-modal lesson plan on their special skill or favorite hobby. The students’ written plans observe the basics of curricular flow, from introduction to assessment. Students receive feedback on the written and oral presentation of their curriculum plan.

Reading Reflection: Students connect book and video knowledge on creating a “safe place” with their personal experiences of teachers who made them feel accepted or rejected through their choices in the classroom. Students conclude with ideas for promoting acceptance and belonging in the classroom for all students regardless of ability.

Read-Aloud Performance: As read-aloud is an integral part of the elementary school curriculum, students practice the professional techniques of dramatic presentation and multi-level questioning in dialogic reading. The text and questioning are developmentally appropriate based on the assigned grade level for each student.

Written Lesson Plans: The written lesson plans displays the student’s conceptual understanding of curriculum flow (objectives, introduction, presentation,

application, and assessment) and multi-modal instructional strategies. Mentor teachers provide students with constructive feedback on this competency.

**Topic: Introduction to the Desired Results Developmental Profile –  
Preschool (DRDP-PS)**

Child Observation and Analysis Project: Students observe assigned children and rate their developmental progress in preschool according to the 43 kindergarten-readiness standards of the DRDP-PS Instrument 2010. With coaching from veteran mentor teachers, students participate in parent-teacher conferences on assigned children.

**C. Course Materials:**

Title: *Beginnings and Beyond: Foundations in Early Childhood Education*

Edition: Seventh Edition

Publication: 2008

Publisher: Thomson Delmar Learning

Authors: Ann Miles Gordon & Kathryn Williams Browne

URL Resource: [EarlyChildEd.delmar.com](http://EarlyChildEd.delmar.com)

Usage: Primary text read for every curricular unit

*Early Childhood Environment Rating Scale – Revised (ECERCS-R)* by Thelma Harms, Richard M. Clifford and Debby Cryer

*Learning Language and Loving It* by Elaine Weitzman & Janice Greenberg

*Tools of the Mind: The Vygotskian Approach to Early Childhood Education* by Elena Bodrova and Deborah Leong.

Multiple Intelligences Survey by Walter McKenzie:

<http://surfaquarium.com/MI/inventory.htm>.

*NAEYC Standards for Early Childhood Professional Preparation*

**Video:**

“From Shadows to Light” by the California Healthy Kids Resource Center

“Playground Safety” by the California Healthy Kids Resource Center

“Teaching English-Language Learners Video Training Series” by Starting Points Video

“The Whole Child: Creating a Safe Environment” by PBS

## F. Evaluation:

### 1. Grading Policies:

- **Every student starts with an A letter grade:** 240 points for the 24-day instruction session and 780 points for the 78-day practicum session. Here are the causes for deductions in class participation points (**-5 points/day**):

ET (Excessive Talking) SNOT (Social Networking Over Teaching) FL (Foul Language) NF (No Focus) ID (Inappropriate Dress Per HUSD Dress Code) UFO (Unsafe Footwear/Open-Toe) CIA (Carelessness In Action)

- Absence from class results in zero points per day. A student will be dropped on the 4<sup>th</sup> absence from class.
- It is the responsibility of the students to request a make-up assignment at the end of class. All make-up assignments are due within two days from the date of return from absence.
- There is a 20 point/day deduction on all late assignments. Students have only 5 days from the deadline to submit late assignments.
- **Extra credit will be given at the instructor's discretion** to students demonstrating excellence in classroom activities and/or nursery lab school participation.

### 2. Instruments and Methods:

**a. Description of Assessment Method:** This CTE class is heavily performance-based. Students are expected to make presentations almost every class time in order to develop the communication and leadership skills necessary for ECE teaching. Please see below for the rubrics used to assess students' oral and written performance.

### **Oral Presentation Rubric : Large Group Presentation**

Teacher Name: **Ms. Carmona**

Student Name: \_\_\_\_\_

CATEGORY	5	4	3	2
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems somewhat prepared and could use more practice.	Student delivered the presentation, but it is very obvious that practice was lacking.	Student does not seem at all prepared to speak in front of the large group.
Posture and Eye Contact	Stands up straight and appears confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone. Needs some practice with the appearance of confidence.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Speaks Clearly	Speaks clearly and distinctly all the time, enunciating every word with appropriate volume.	Speaks clearly and distinctly some of the time with appropriate volume.	Speaks clearly and distinctly, but sometimes needs help with volume control.	Often mumbles and cannot be understood.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group.	Often listens to, shares with, and supports the efforts of others in the group, but sometimes tends to withdraw or dominate.	Rarely listens to, shares with, and supports the efforts of others in the group.
Time-Limit	Presentation falls within specified time frame.	Presentation is 5 minutes overtime.	Presentation is 10 minutes overtime.	Presentation is 15 minutes overtime.

Date Created: **Oct 24, 2013 02:51 pm (CDT)**

### **Child Observation and Analysis Project (300 POINTS)**

Submitted By: \_\_\_\_\_

Date: \_\_\_\_\_

Part I . 12 Observations (100 Points)

- 10 pts. Times New Roman 12-Point Font/Single-Spaced/Length 1/3 of a page per observation
- 10/20pts. Subjective vs. Objective
- 10/20 pts. Errors in Grammar/Spelling/Punctuation/Quotation/Heading
- 20 pts. Incomplete Number of Observations (without prior approval & written notice)

Part II. Narrative Summary (100 Points)

- 20 pts. Responses were not written in paragraph form (non-narrative/non-storylike)
- 10/20 pts. Lack of Dated Support for Responses
- 10/20 pts. Times New Roman 12-Point Font/Single-Spaced/2 pages single-spaced
- 10/20 pts. Errors in Grammar/Spelling/Punctuation/Quotation

Part III. Work Samples (100 Points)

- 10 pts. Loose photos and samples (not organized by learning domain/child interest)
- 10 pts. Missing dates/captions on child's work
- 10 pts. Missing work
- 10 pts. Missing Info. On Folder (project title, school name, teacher name, child name)

**b. How Assessment Methods Demonstrate Achievement:**

The rubrics presented here contain key professional elements of the ECE teaching practice. By clearly delineating criteria in this way and providing students with repeated opportunities to obtain specific and actionable feedback in each of the elements, students will modify behavior to meet or exceed professional expectations.

# Chabot College Budget for Parent Classes

## Proposed Budget for Early Childhood Classes

ECD 50: 3 units= \$5400 x 2 classes=10,800

Historical and contemporary systems of Early Childhood group care, career opportunities, licensing requirements, professional qualifications, differing orientations to early childhood education, developmental stages of young children as related to quality programs that have developmentally appropriate and inclusive curriculum

ECD 96: 1 unit= \$1900x2=3800

Discussion and analysis of typical problems often encountered by employees in the workplace. Application of National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct to difficult situations that offer at the job site. Develop and complete measurable developmentally appropriate goals in early child care and education settings.

EDC 95: 1 unit= \$1900x2= 3800

Work Experience (hours at work site) total of 80 hours

Early Childhood Conference: 1 unit= \$1900

**PURCHASE REQUEST FORM**

Complete this form for all purchases of:

- Goods over \$1,000
- Services (any value)

**Instructions:**

For institute or trust accounts, substitute "Program" or "Principal Investigator" with "Account" or "Account Holder" wherever applicable.  
 How to submit completed form: Save a copy of the completed form in Excel and email the Excel file to the Foundation. Email must come from PI or Account Holder.  
 Submit Forms to **Research and Sponsored Programs:** [tian.yu@csueastbay.edu](mailto:tian.yu@csueastbay.edu); **Trust Accounts:** [jayme.troung@csueastbay.edu](mailto:jayme.troung@csueastbay.edu)

**1. Program Name** W.K. Kellogg  
**Principal Investigator** Lettie Ramirez  
**College/Department** College of Education and Allied Studies, Teacher Education Department  
**Delivery Address** 25800 Carlos Bee Blvd., A/E 213, Hayward, CA 94542  
**Telephone** 510-885-2388  
**Program Chartfield**

660852	W3147	11950	Kellogg	---	W314700
Account	Fund	Dept ID	Program	Class	Project

**2. Requested Vendor** Chabot College  
**Contact Person** Edna Rodriggs  
**Address** 25555 Hesperian Blvd, 402H, Hayward, CA 94545  
**Telephone** 510-394-2923  
**Fax** \_\_\_\_\_  
**Email** [erodriggs@chabotcollege.edu](mailto:erodriggs@chabotcollege.edu)  
**Website** [www.chabotcollege.edu/](http://www.chabotcollege.edu/)

**3. Requested Item(s)** Describe item or service. Include manufacturer, model #, size, color, or other pertinent specifications and attach vendor quote for each item. For services, attach a complete statement of work specifying deliverables and due dates

	Qty	Unit Price	Total
1. Early Childhood Development 50 - 3 units	2	5,400.00	10,800.00
2. Early Childhood Development 96 - 1 unit	2	1,900.00	3,800.00
3. Early Childhood Development 95 - 1 unit	2	1,900.00	3,800.00
4. Early Childhood Development Conference- 1 unit	1	1,900.00	1,900.00
5. _____			0.00
<b>Purchase Order Total</b> (before tax & shipping)			<b>20,300.00</b>

**4. Required Delivery Date** (enter due date for item delivery or period for provision of services) ASAP

**5. Program Benefit** If requested item is not specifically identified in approved budget, explain how this purchase benefits the program:  

Chabot will offer classes for parents through funding from the Kellogg grant. Classes will help parents become teacher aids in the classroom and launch their education.

**6. Required Quotes** Purchase order total below \$5,000: attach one written price quote from vendor.  
 Purchase order total between \$5,000 - \$49,999: attach three written price quotes from three different vendors or complete Section 7 below.  
 Purchase order total \$50,000 or greater, **do not obtain price quotes**. The Foundation will handle the solicitation process pursuant to open competition requirements unless No. 7 below is completed.

**7. Sole Source** Provide reason why other vendors cannot be considered for this procurement:  

Kellogg supports elementary schools in HUSD. With Chabot's support, further support will be established

**Grants & Contracts Manager Approval**

**Date**