

CD M18: REFLECTIVE PRACTICE SEMINAR

Originator

scoulter

College

Moorpark College

Discipline (CB01A)

CD - Child Development

Course Number (CB01B)

M18

Course Title (CB02)

Reflective Practice Seminar

Banner/Short Title

Reflective Practice Seminar

Credit Type

Credit

Start Term

Fall 2023

Catalog Course Description

Examines teaching philosophies utilizing the reflective practice cycle process. Uses a variety of instructional strategies, including purposeful play, to assess and support children's learning and development. Prepares those working with students in early care and education programs including transitional kindergarten, kindergarten, and early education classrooms.

Taxonomy of Programs (TOP) Code (CB03)

1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Early childhood programs in the community pre-school; Resource and referral program in the County

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

35

Maximum Contact/In-Class Lecture Hours

355

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

35

Total Maximum Contact/In-Class Hours

35

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

70

Maximum Outside-of-Class Hours

70

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

105

Total Maximum Student Learning Hours

105

Minimum Units (CB07)

2

Maximum Units (CB06)

2

Prerequisites

CD M04 and CD M04L and CD M02 and CD M11

Entrance Skills

Entrance Skills

CD M04 and CD M04L and CD M02 and CD M11

Prerequisite Course Objectives

CD M02-summarize major theories of child development.

CD M02-describe the impact of multiple factors on development and wellbeing, including those related to biology, environment, and social interactions.

CD M02-identify the typical progression of development across all domains.

CD M02-differentiate between characteristics of typical and atypical development.

CD M02-apply objective and ethical techniques and skills when observing, interviewing, describing, and evaluating behavior in children.

CD M04-differentiate between various observation and assessment tools according to their purpose and validity.

CD M04-demonstrate basic formative and summative assessment techniques.

CD M04-apply knowledge of development and other influencing factors to interpret observations and assessments.

CD M04-employ standardized observation and assessment tools to evaluate quality in environments, interactions, and curriculum.

CD M04-discuss logistical challenges, biases, and preconceptions about observing and assessing children.

CD M04-demonstrate how observation and assessment are used to plan for and adjust learning experiences

CD M04-describe legal and ethical responsibilities in relation to observation, assessment, documentation, and recordkeeping.

CD M04-discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

CD M04L-demonstrate how systematic observation methods provide data to assess the impact of learning settings, interactions and curriculum on children's development and learning.

CD M04L-compose written running records with annotations, anecdotal records, rating systems, and/or use program- or site-identified formative assessment strategies of a particular skill or children's daily behavior in a child development center.

CD M04L-demonstrate use of the current state and national standards-based assessment tools.

CD M04L-create child portfolios to meet early childhood professional standards.

CD M04L-utilize observation and assessment data about children's current status with respect to the Infant Toddler and Preschool Learning Early Learning Foundations, as applicable, to identify learning needs and goals and to develop both short-term and long-term learning experiences for children.

CD M04L-evaluate the characteristics, strengths, and limitations including fairness, bias, and cultural-responsiveness of common assessment tools.
 CD M04L-compare assessment data from multiple measures and sources to plan and modify learning experiences and document children's learning over time.
 CD M11-describe historical and current issues and global approaches for early care and education.
 CD M11-differentiate between various types of settings in relation to the ages served, regulations, and teacher requirements.
 CD M11-identify the roles and responsibilities of an early childhood educator for curriculum and teaching, family engagement, ethical practice, and professional interactions with others in the classroom.
 CD M11-identify and compare the developmental stages and needs of children, birth through age eight.
 CD M11-describe Developmentally Appropriate Practice.
 CD M11-explain the role and value of play.
 CD M11-compare and contrast principles of positive guidance and interactions.
 CD M11-explain how theories of learning and development guide early childhood environment design, curriculum, and teaching strategies.
 CD M11-explain the ongoing curriculum cycle of observation, planning, implementation, and assessment.
 CD M11-identify supports for first and dual language learners in developing English language and literacy skills including support for the home language.
 CD M11-develop an initial personal philosophy of early childhood teaching.

Requisite Justification

Requisite Type

Prerequisite

Requisite

CD M04 and CD M04L and CD M02 and CD M11

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | implement the cycle of reflective practice. |
| 2 | assess one's teaching experiences to guide and inform practice. |
| 3 | select, apply, and evaluate a variety of instructional strategies, including purposeful play, to support students' learning and development. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | describe the purpose and process of reflective practice. |
| 2 | conduct self-assessment on multiple areas of teaching and practice. |
| 3 | select and apply various teaching and classroom management strategies to classroom situations based on self-assessment, theory, and research. |
| 4 | evaluate the outcomes of selected strategies and re-assess practices to guide future planning. |

Course Content

Lecture/Course Content

- **15% - Reflective Practice Principles**
 - Reflecting to improve teaching
 - Reflecting to improve professional growth
 - Reflecting to strengthen relationships with students, families, and colleagues
- **15% - Reflective Practice Process**

- Concrete experiences
- Observation and reflection
- Formation of concepts and generalizations
- Concept testing in new situations
- **30% - Self-assessment on multiple areas of teaching and practice such as:**
 - Teaching philosophy
 - Instructional practices
 - Curriculum and material selection
 - Interactions
 - Environment
 - Schedule, routines, and transitions
 - Strategies for family involvement
 - Community building in the classrooms
 - Assessments of children
 - Classroom management
 - Communication skills • Professional behaviors
 - Inclusion of diverse perspectives
 - Equity and inclusion
- **15% - Reflective Practice Planning**
 - Self-assessment and reflection
 - Theory and research
 - Individual needs and experiences of students
- **15% - Implementation of Reflective Practice**
 - Selecting and applying strategies
 - Reflecting on outcomes
- **10% - Re-Assessment: beginning the cycle again**

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Group projects
Individual projects
Journals
Objective exams
Oral presentations
Problem-solving exams
Quizzes
Reports/papers
Research papers
Role playing
Simulations
Skills demonstrations
Written analyses
Written homework
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Case studies
 Class activities
 Class discussions
 Collaborative group work
 Computer-aided presentations
 Demonstrations
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Large group activities
 Lecture
 Modeling
 Observation
 One-on-one conference
 Readings
 Role-playing
 Small group activities
 Web-based presentations

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentation, short YouTube videos, group activity, and classroom demonstration to explain course content. In addition, the instructor will utilize the Child Development Center Lab School to conduct teacher and child observations.

Representative Course Assignments

Writing Assignments

- Write a report on topics such as purposeful play and strategies for family involvement.
- Write an essay on how an individual's teaching philosophy impacts teaching practices.
- Create a reflective practice journal to assess one's teaching experiences to guide and inform practice.

Critical Thinking Assignments

- Evaluate a variety of instructional strategies, including purposeful play, to support students' learning and development.
- Assess one's teaching experiences to guide and inform practice.
- Evaluate the effectiveness of teacher interactions on children's behavior.

Reading Assignments

- Reading assignments to develop a general understanding of the reflective practice cycle process, followed by practical exercises of conducting self-assessment on multiple areas of teaching and practice.
- Reading professional journal articles on topics such as curriculum development and classroom environments.

Skills Demonstrations

- Role-play a conversation between a teacher and a colleague.
- Role-play a conversation between a teacher and an administrator.
- Present analysis of a current news article on a course topic to the class.
- Present analysis of a current Child Development journal article on a course topic to the class.

Outside Assignments

Representative Outside Assignments

- Observe and assess classroom management strategies.
- Observe and assess the daily schedule, routines, and transitions.

- Read professional journal articles on topics such as curriculum development and classroom environments.
- Read selected chapters from the textbook and the accompanying lecture notes, then answer questions assigned by the instructor.

Articulation

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
De Anza College	CD 57	Self-Assessment for Teachers of Young Children Using Reflective Practice: Field Experience	5
Saddleback College	CDE 263	Transitional Kindergarten: Reflective Practice	2
Santa Monica College	ECE 25	Reflective Practice Seminar	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

S2018

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Paige-Smith, Alice, and Anna Craft, eds. *Developing Reflective Practice in the Early Years*. E-book, 2nd ed., Open University Press, 2011, <http://mcgraw-hill.co.uk/html/0335242359.html>. Accessed 14 Sept 2022.

Resource Type

Textbook

Description

Lindon, Jeannie, and Lyn Trodd. *Reflective Practice and Early Years Professionalism*. 3rd ed., Hodder Education, 2016.

Resource Type

Textbook

Description

Curtis, Deb, et al. *Reflecting in Communities of Practice: A Workbook for Early Childhood Educators*. Redleaf, 2013.

Resource Type

Other Resource Type

Description

Victoria State Government, Australia. *Reflective Practice Education Resource*. 2017, <https://www.education.vic.gov.au/childhood/professionals/learning/Pages/reflective-practice.aspx>. Accessed 14 Sept 2022.

Resource Type

Other Resource Type

Description

Heal, Helen Bair. "Early Childhood Educators Lead the Way: Reflective Practice as It Informs Leadership." *Special Edge Newsletter*, vol. 19, no. 3, Summer 2006, <https://www.allthingsplc.info/files/uploads/DuFourTheSpecialEdgeNewsletter.pdf>.

Library Resources**Assignments requiring library resources**

Research using the Library's print and online resources via databases such as Exchange Press Articles on Demand and EBSCO ERIC.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Journal article review and analysis; and research, using the Library's print and online resources, on concepts such as classroom management and instructional practices.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
Face to Face (by student request; cannot be required)	The instructor may hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with the instructor as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week to be available for synchronous chat and be available in the discussion board to answer questions in live time.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Video Conferencing	Video tools such as Zoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
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Video Conferencing	Video tools such as Zoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
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Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

CHILD DEV/ECE

Review and Approval Dates

Department Chair

09/01/2022

Dean

09/06/2022

Technical Review

09/15/2022

Curriculum Committee

09/20/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000587066

DOE/accreditation approval date

MM/DD/YYYY