LOS MEDANOS COLLEGE

**ARTICULATION AGREEMENT** **DATE DRAFTED**: March 2024
**VALID ACADEMIC YEARS**: FA23-SP25

**LMC COURSE:** ECE-001 "Introduction to Principles and Practices in Early Education"
**HIGH SCHOOL COURSE:** ROP Careers with Children

**School:** Freedom High School
**Address:** 1050 Neroly Rd., Oakley, CA 94561

A. **COLLEGE COURSE DESCRIPTION:** (formerly CHDEV-001) Historical contexts and theoretical perspectives of developmentally appropriate practice in early care and education for children birth through age eight. Explores the typical roles and expectations of early childhood educators. Identifies professional ethics, career pathways, and professional standards. Introduces best practices for developmentally appropriate learning environments, curriculum, and effective pedagogy for young children including how play contributes to children's learning, growth, and development.
B. **UNITS: 3**
C. **PRE-REQUISITES: None**
D. **HIGH SCHOOL COURSE DESCRIPTION**: This course gives students a fundamental understanding of how to work with Toddlers, Preschoolers, School-Aged Children, and/or children with exceptional needs. Students will gain entry level skills to begin a career in the field of childcare/school age classrooms (TK-5th Grade) or have a formative understanding of children for future occupations in social work and education. Training includes working with preschool children of campus, internships with school-aged children and preschool field study programs, working with ages ranging from early childhood care to elementary and secondary education.
Little Falcons Preschool on campus will be working with ages 3-5, giving them a foundation of learning they can take with them into kindergarten. The student teachers will be creating lesson plans geared toward students' growth and learning, providing feedback and on-the-spot guidance. If repeating the class for a second time, you will be giving aid to those students who are teaching, planning, or observing in Little Falcons Preschool for the first time

E. **COURSE CONTENT FOR ARTICULATION WITH LMC:**
1. Historical and Current Approaches
    a. Theories of development and learning
    b. National and international philosophies of education and care
    c. Types of Programs
        i Ages served
        ii Governance, licensing, and regulations
        iii Teacher requirements
    d. Developmentally Appropriate Practice
    e. State and national standards for quality and content
2. Introduction to the Profession of Early Childhood Teaching
    a. Teacher's Knowledge of
        i. Child development
        ii. Teaching strategies
        iii. The academic disciplines they will be teaching (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education)

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iv. Content standards
v. Professional and ethical conduct

b. Teacher's Personal Qualities
i. Flexibility
ii. Tolerance
iii. Patience
iv. Critical thinking
v. Physical ability
vi. Mental health
vii. Self-Reflection
viii. Awareness of personal attitudes and bias

c. Teacher's Role
i. Relationships and interactions with children, families, and others
ii. Planning and evaluating curriculum
iii. Intentional Teaching
iv. Creating supportive environments
v. Cultural competency
1. Dual Language Learners
- Students practice their modeling skills, through mock lessons, internships, and student led activities in various classrooms settings, as well as during our Little Falcons Preschool. These mock lessons include planning, presenting and actively doing the lessons with their peers. Their fellow classmates assume roles that the students may see in a classroom, including ELL students, to give opportunities to practice or observe real life circumstances.

2. Families
3. Staff
4. Culturally relevant ECE classrooms-classroom environment and curriculum reflects the children and families
5. Multicultural Education-alike and different at the same time
6. Antibias-standing up for justice and fairness and countering "isms"
- Students Identify their own personal traditions and household cultures, then present them to their peers. This helps students understand how people are all different and how through positive relationship they can best help each individual student.

vi. Communication Strategies and purpose
1. Teacher-child interactions and focused conversations
2. With families as partners
3. Positive guidance
4. Supervision of other adults in the classroom

d. Professional Growth
i Philosophy of teaching
1. Students will write their own personal philosophy of early childhood teaching at the end of our Little Falcons Preschool. This Philosophy will be at least 5 sentences, and the elements they will need to include are, rules, routines, and 3 of their most important focuses for their ideal classroom.
2. Students will amend this Philosophy at the end of the year using all of their learned knowledge throughout the year. This will give students the opportunity to

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reevaluate their philosophy, possibly changing because of their wide variety of experiences in the classroom as well as during their internships out in the community.

ii Professional Development

iii Professional Memberships and Affiliations

iv Career Pathways

3. Children's Development Birth through Eight

a. Physical

b. Cognitive

c. Language

d. Social

e. Emotional

f. Influences on development

i. Heredity and Environment

ii. Families

iii. Culture

iv. Teachers v. Communities

4. Introduction to Developmentally Appropriate Teaching and Learning Environments

a. Elements of Early Childhood Environments

i. Indoor and outdoor design and uses of physical space

ii. Routines

iii. Equipment and materials

iv. Emotional climate

v. Relationship to curriculum goals

vi. Impacts on behavior

ii. Health, safety, and nutrition

iii. Family involvement spaces

ix. Adjusting for ages, abilities, and interests

x. Staffing/Zoning

xi. Culturally relevant

b. Early Childhood Teaching

i. Introduction to developmentally appropriate approaches

ii. The ongoing cycle of observation, planning, implementation, and assessment

iii. Effective pedagogy for young children

1. The importance of relationships

2. Play-based teaching and learning

a. Teacher-guided

b. Child-initiated

3. Positive guidance and discipline

4. Typical learning trajectories in different domains of development and their implications for curriculum design

5. Supports for dual language learners

6. Modification for individual needs

7. Inclusive Practices for all children

8. Universal Design for learning

- Students through our elementary school internships will gain first-hand experience with children of all different age levels. (Grades TK-5th) This

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experiences as a “teachers aid” will give them the opportunity to observe and begin to understand how to reach students at all levels of learning. Observing their mentor teacher and working with small groups of students who need extra attention are the two main ways students will begin to learn scaffolding skills.

- Students plan for our Little Falcons Preschool in November and December. This is where they can take their lessons learned about preparing curriculum the reaches all students levels of learning (UDL) in their internships and apply them to the lessons they are creating for our preschool. After planning, they then must enact their planned lesson with real students, where they get a first-hand look at how effective their lesson reaches our preschool kids. (Ages 3-5) This process allows students to practice their evaluation, problem solving and scaffolding skills in real time.

**F. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:**

Students receiving college credit for LMC’s ECE-001 should be able to:

1. Describe historical and current issues and global approaches for early care and education (Unit 5)
2. Differentiate between various types of settings in relation to the ages served, regulations, and teacher requirements. (Unit 5)
3. 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. (Unit 6)
4. Identify and compare the developmental stages and needs of children, birth through age eight. (Unit 6)
5. Describe Developmentally Appropriate Practice. (Unit 3)
6. Explain the role and value of play. (Unit 4)
7. Compare and contrast principles of positive guidance and interactions. (Unit 3)
8. Explain how theories of learning and development guide early childhood environment design, curriculum, and teaching strategies. (unit 2)
9. Explain the ongoing curriculum cycle of observation, planning, implementation, and assessment. (unit 3)
10. Identify supports for first and dual language learners in developing English language and literacy skills including support for the home language.
11. Develop an initial personal philosophy of early childhood teaching (Unit 5)
12. Describe how Universal Design for Learning supports all children
13. Reflect on our own cultural experiences and biases to intentionally address multicultural, antibias and culturally relevant education in an early childhood curriculum.

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**G. METHODS FOR END OF COURSE ASSESSMENT:**

- Portfolio Assessment
- Written Final
- Credit by exam: Students must receive a grade of "B" or better in the course and on the final exam.

**H. TEXTBOOKS OR OTHER SUPPORTING MATERIALS**

**1.** California Department of Education Curriculum Framework
**2.** Who Am I in the Lives of Children? S. Feeney and E. Morvacik. Pearson Publishing.
**3.** Principles of Developmentally Appropriate Practice Ed. Sue Bredekamp, et.al. NAEYC.
**4.** Caring For the Developing Child
**5.** Conscious Discipline

**I. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:**

a. Complete the ROP Careers with Children course at Freedom High School with a grade of "B" or better.
b. Receive a "B" or better on the agreed upon college/high school final exam procedure.
c. Apply for admission at Los Medanos College.
d. Be recommended for credit by the high school teacher.
**e.** Register for CATEMA for electronic recommendation of college credit **within the academic year in which credit was earned.**
f. Upon completion of the above, the student will receive on his/her LMC and CCCCD (California Community College District) transcript the units of credit for LMC's ECE-001 "Principles & Practices of Teaching Young Children" course.
g. College transcripts will reflect the **FINAL EXAM GRADE** earned and will be notated as *Credit by Exam.

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## COLLEGE SIGNATURES

A'kilah Moore (Apr 8, 2024 15:38 PDT)

A'kilah Moore, Ed.D. Date
LMC Vice President of Instruction, Interim

Dennis Franco Date
LMC Dean of Instruction, Career Education

Janice Townsend (Apr 4, 2024 08:37 HST)

Janice Townsend Date
LMC Child Development Dept. Chair

Randi Osburn Date
LMC Child Development Faculty

## HIGH SCHOOL/ROP/DISTRICT SIGNATURES

Steve Amaro (Apr 9, 2024 19:48 PDT)

Steve Amaro, Ed.D. Date
Principal, Freedom High School

Erik Faulkner (Apr 10, 2024 13:38 EDT)

Erik Faulkner Date
LUHSD Associate Superintendent Educational Services

Hilary H. Dito

Hilary Dito Date
CCCOE Coordinator, College & Career Readiness

Stephen Rodriguez (Apr 9, 2024 19:55 PDT)

Stephen Rodriguez Date
Faculty, Freedom High School

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# ECE-001_FHS_FA23-SP25

Final Audit Report 2024-04-10

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