

**MODESTO JUNIOR COLLEGE – SPRING 2010
CLDDV 122: LEARNING ENVIRONMENTS FOR
INFANTS AND TODDLERS
3 UNITS – section 1373**

Instructor: Paulina Escamilla-Vestal
Contact Info: vestalp@yosemite.cc.ca.us
Phone: 209-609-1681
Class Time & Day: Tuesday – 6:00 p.m. - 9:05 p.m.
Section: #1373

Required Readings (needed in class daily)

- ◆ *Caring Spaces, Learning Places* by Jim Greenman
- ◆ *Infant/Toddler Caregiving: A Guide to Setting Up Environments* by J. Ron Lally

 **Reading Material for Check-out (Library or CLDDV Office)**

- ◆ *All About the ITERS-R* by: Cryer, D.; Harms, T.; Riley, C. (2004) OR
- ◆ *Infant & Toddler Environmental Rating Scale – Revised* by: Cryer, D.; Harms, T; & Clifford, R.M. (2003)

Course Description

Catalogue Description: Development and evaluation of the learning environment for infants and toddlers, including goals, programs, curriculum, materials and equipment and the interaction of children, staff, and families.

Course Objectives: (Expected Outcomes for students)

Each Student will:

- ◆ **Outcome:** Identify qualities of an infant/toddler learning environment
Assessment: ITERS assignment, Tour of Wawona Infant/Toddler Center, view and discussion, & reflection on videos on developmentally appropriate & quality infant/toddler environments
- ◆ **Outcome:** Discuss theories of learning and how they apply to the learning environment
Assessment: Classroom discussion and reflection
- ◆ **Outcome:** Discuss theories of cultural diversity and apply them to the learning environment
Assessment: Classroom discussion, Culture/Family Environment assignment
- ◆ **Outcome:** Analyze techniques of interaction with children, parents and other adults which support a child in the learning process and are culturally sensitive.
Assessment: Classroom discussion, Culture/Family Environment assignment
- ◆ **Outcome:** Plan and evaluate program and materials for children's learning.
Assessment: ITERS; assessing classroom materials assignment
- ◆ **Outcome:** Observe and assess children's responses to materials and equipment.
Assessment: ITERS, classroom observation
- ◆ **Outcome:** Develop observational skills necessary for planning, teaching and evaluating the learning environment of infants and toddlers.
Assessment: ITERS assignment; Space to Grow video reflection,
- ◆ **Outcome:** Develop skills for designing and evaluating appropriate learning environments for infants and toddlers.
Assessment: ITERS, Child Care Licensing assignment
- ◆ **Outcome:** Develop abilities to analyze appropriate teaching interactions between teachers and young children and to develop strategies for guiding the actions and behavior of young children.
Assessment: Video, discussion and reflection

COURSE REQUIREMENTS

- A. ***In-Class Participation:*** The use of lecture time will vary, depending on the learning objectives. Lectures will review readings and introduce new material. The class time will also consist of group activities and/or other activities that require your presence. **In-Class assignments cannot be made up.** Class participation is very important therefore attendance is required. Absences, frequently coming late or leaving early from class may lower your grade. Class attendance is recorded on a "Student Sign-In Sheet." Your signature verifies your class attendance (and only your signature.) If you arrive late and/or depart early, it is your responsibility to "sign-in." Waiting until the next class is not acceptable. This policy insures fairness to the people who make an effort to participate in all class activities.
- B Please note that two (2) absences is cause for an automatic drop, however it remains the student's responsibility to drop a class. If you miss more than 2 classes you must meet individually with the instructor to discuss your enrollment.

IMPORTANT INFORMATION

- ◆ **QUALITY OF ASSIGNMENTS:** Assignments are to be written in complete sentences and to contain understandable paragraphs. Work that does not reflect these expectations will be returned to the student for correction **OR** receive a low score. MJC has assistance available for students: MJC Writing Center and the Child Development Department CLDDV 48 writing courses.
- ◆ **NOTE: Out of class written assignments are to be typed, double spaced and use a 12 point font** (black ink only). If you do not follow this format, **20% of points** will be deducted from your assignment.
- ◆ ***In-Class Assignments are to be written legibly using blue/black ink pen (no pencil) on 8 ½ by 11 paper.***
- ◆ It is also expected that students will complete the assigned readings prior to each class meeting and that they actively participate in all class discussions.
- ◆ ***NO CELL PHONE USE DURING CLASS TIME*** – turn off or set it on vibrate during class. Please do not answer your phone or text during class time or group activities. Students observed responding to a call or text messaging during class time/group activities will be asked to leave the class.
- ◆ All assignments are due on the noted dates. Dates are sometimes changed to accommodate the learning process, use your syllabus calendar to update due dates.
- ◆ ***All work must be turned in at the designated time during class. The Instructor will decide if special circumstances are needed.***
- ◆ At anytime during the course you may meet with me to review your grades.
- ◆ ***You must keep every assignment that is evaluated during the course until you receive your final grade.***
- ◆ ***Please do not turn-in your only copy of a paper***

Important dates:

- ◆ **Jan 24:** Last day to add Full-Term Classes on the web
- ◆ **Jan 24:** Last day to drop Full-Term classes online or in person and be eligible for a refund.
- ◆ **Feb 7:** Last day to withdraw from Full-Term Classes without a "W" using Pirates Net.
- ◆ **Dropping a class is the student's responsibility; failure to drop a class may result in an "F" grade.**
- ◆ Violations of academic honesty will result in automatic failure for the semester.

Final Grades

- ◆ Two weeks after the end of class you may obtain your grade from the PiratesNet website. Grades are only posted on www.mjc.edu at the PiratesNet link.

Class Format

- ◆ Lecture, guest speakers, student activities both in and out of class, small group work

This schedule serves as a Guide for the course. The instructor reserves the right to make changes that in her professional opinion, better meet the needs of the class. Students are responsible for announced changes made in class

- Jan. 12 Overview of Course
- Jan. 19 **Chapter 1: *Caring Spaces, Learning Places***
Due: In-Class Assignment
- Jan. 26 **Chapter 2: *Caring Spaces, Learning Places – Infants & Toddlers in Groups***
Due: In-Class Assignment
Guest Speaker: Debbie Parr –Noblitt—ITERS training
- Feb. 2 **PITC: A Guide to Setting Up Environments—Section I Creating Environments for Infants & Toddlers—Key Concepts**
Video: *Space to Grow*
Due: In-Class Assignment
- Feb. 9 **Chapter 6: *Caring Spaces, Learning Places***
Tour of the Wawona Center
Due: In-Class Assignment
- Feb. 16 **Chapters 6 & 9: *Caring Spaces, Learning Places***
Due: In-Class Assignment
Due: Written summary of tour assignment
- Feb. 23 **Chapter 3: *Caring Spaces, Learning Places –***
PITC: A Guide to Setting Up Environments – Section 2 Planning Your
Infant/Toddler Care Setting
- March 2 **Chapter 4: *Caring Spaces, Learning Places***
Due: Presentation on Child Care Center General Licensing Requirements
for Infants & Toddlers
- March 9 **Chapter 13: *Caring Spaces, Learning Places***
PITC: A Guide to Setting Up Environments – Section 3: Setting Up
Specific Areas
- Mar. 16 **Chapters 10 & 12: *Caring Spaces, Learning Places***
- Mar. 23 **Chapter 11: *Caring Spaces, Learning Places***
Due: Materials Assessment assignment
- Mar. 30 **Chapter 5: *Caring Spaces, Learning Places***
- April 6 **Chapter 14: *Caring Spaces, Learning Places***
Due: Culture & Environment Assignment
- April 13 Infant Toddler and Development Guidelines
- April 20 **Due:** ITERS Presentation
- April 27 **FINAL**

ASSIGNMENTS

- ◆ **Classroom Tour Summary – Due Feb 16, 2010:** Following classroom tours of Wawona Infant and Toddler centers, students will write a summary of what they saw and identify **five** ideas they want to either take back to their center or use when they work in a center.
 - ❖ 25 points possible

◆ **Presentation: Child Care Center Licensing Requirements for Infants & Toddlers – (group) Due March 2, 2010**

1. This is a group project – 5 individuals per group. (Download copy of infant/toddler licensing regulations from <http://www.dss.cahwnet.gov/ord/entres/getinfo/pdf/cc7.pdf>)
2. Cover page should include name of group members, date & time of observation
2. You will select a section of the licensing regulations for infants and toddlers to review, discuss and present to the class. In your presentation you are to include examples, i.e. photos of center/FCC which shows compliance w/licensing regulation.
 - ❖ 50 points possible

◆ **Assessment of Materials – Due March 16, 2010**

1. On the cover page include the following information:
 - Age group – for which material is appropriate [Young infants (birth – 6 months); Older Infants (7 – 12 months); Young Toddlers (1 year old); or Older Toddler (2 years Old)]
 - Include a picture of the material and name
3. Assess the materials in your environment for the age group you selected. Include the following in your assessment of the material:
 - Is it appealing and interesting to children – why?
 - Appropriate for the child's mental and social development
 - Well constructed
 - Durable
 - Safe
 - Open-ended
4. For each of the above areas give an example.
5. What children are learning by using this material?
 - ❖ 50 points possible

◆ **Culture and the Environment Assignment – April 6, 2010**

- Walk through the different areas of your (areas for adults as well as children) when children are not present.
- Select 2 children in your program and answer the following questions regarding each child (include child's initials & ethnicity):
 1. How can this child see, hear, feel evidence of his/her family in your program/FCC? This may include but is not limited to posted photos, items in the child's cubby, colors, foods, and music that represent the child's family and the family cultural identity.
 2. What are two changes to the environment you could make to help this child feel his/her family is valued in your program/FCC?
 - ❖ 50 points possible

➤ **ITERS PRESENTATION – April 20, 2010 (group)**

1. Students will observe an early childhood classroom and perform the ITERS. Students should allow a minimum of 3 hours for the observation and another 3 hours to complete the summary.
2. Each page of the ITERS must be filled out completely with clear and detailed notes.
3. A typed summary of your findings is to accompany your attached notes.
4. You will use the Profile to guide your final summary. The summary should be approximately 2 pages. The summary should include total scores and overall program performance.
5. The summary should include two overall strengths of the program and two recommendations for improvement. These strengths and recommendations will come directly from the ITERS scores.
6. Cover page should include: Names of group members; Date and time of ITERS observation; and name of site supervisor.
 - ❖ 100 points possible