

De Anza College Child Development and Education Conceptual Framework



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AN OVERVIEW OF DEANZA COLLEGE

De Anza College is one of two colleges that make up the Foothill-De Anza Community College District. The Foothill-De Anza Community College District plays an important educational, social and cultural role in Silicon Valley. Each year, Foothill and De Anza colleges educate more than 50,000 students and employ more than 3,000 faculty and staff. The colleges provide countless community members with world-class lectures, performances, and a host of other social and cultural events.

De Anza College was founded in 1967, and opened its doors in fall of 1968. Located in Cupertino, California, De Anza is in the heart of Silicon Valley. Along with Apple Computer, the college has contributed significantly to the growth of Cupertino. DeAnza is known for its excellence in education and for the services it provides to adults with special needs and physical disabilities. DeAnza is one of the largest, single campus community colleges in the country with an average enrollment of about 24,000 students. The college serves a very diverse population of students from over 50 different countries. In Spring Quarter 2010 student ethnicity was 35.7% Asian; 22.7% White; 11.8% Hispanic; 5.0% Filipino; 1.1% Native American; .6% Pacific Islander and 3.4% African American. DeAnza ranks among the highest in the state for the total number of students who annually transfer to University of California and California State University campuses. The college continues to live up to its mission statement by providing an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. De Anza College fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's

Institutional Core Competencies:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Global, cultural, social and environmental awareness
- Critical thinking

Child Development and Education Department: History and Early Beginnings

In 1968, the college opened a Nursery School Training program headed by one full time faculty. A small laboratory school was used for training the students who were part of the program. In the 1970's two significant changes took place. The college added two additional programs, a Parent Cooperative and a childcare program for the Women's Re-Entry Program. A property tax assessment was passed by the voters in the district to pay for childcare services at both campuses. This fund paid for the original Child Development Center on campus, which opened in 1977. From it's start, by providing childcare for women returning to school, the department has responded to the changing needs of the community. Today the Child Development Center occupies three buildings and provides child care for over 100 children. The instructional program serves approximately 1,000 to 1,500 students per quarter with four (six until 2010) full time and twenty-three adjunct faculty. As our students have become more diverse and the trends in the field have required a wider range of skills, the department has responded by offering classes in working with infants, school age children, diverse families, children with special needs, early intervention, and the preschool English learners. We work with community partners to create projects that serve their unique needs and that give students direct experiences in community programs. Examples of these collaborations are The Castro Project , The Community Service Learning Initiative , The LIFT Project and The Inclusion Project .

The department seeks to represent the certificate and degree programs at the community level and has worked closely with the FIRST 5 of Santa Clara County, a local system of care organization. The department faculty have been instrumental in finding innovative ways to reach out and respond to the needs of the community. For several years the department has offered classes taught in Spanish and Mandarin to meet the needs of the many second language learners in our area. An important part of the department's mission is to engage students in actively participating in their communities and becoming advocates for families and children. The mission of the Child Development and Education Department *is to prepare a diverse student population including Child Development majors and students from other majors and departments for transfer within the Behavioral and Social Sciences. The department also provides*

comprehensive educational opportunities to help students meet professional growth and workforce requirements.

As a part of our self-study process, we held a series of focus groups to gather data from stakeholders. In focus groups with both directors and large childcare organizations there was support and appreciation for our outreach to second language learners. They praised us for taking the initiative and providing classes in student's home languages because it "expanded the workforce pool" and "better prepared teachers to work effectively with children." The community organizations focus group also applauded our department for its initiatives with second language learners, for its work on special needs, cultural competence, and for being the first in the county to offer a certificate in Mental Health. One participant stated, "DeAnza is a model for what colleges should do in responding to the community." The Advisory Committee for the Child Development and Education Department has been an important source of feedback and support in guiding us toward sensitivity to community needs. We welcome their ongoing commitment and support of our program.

Mission, Vision and Purpose

The mission of the Child Development and Education Department is to prepare a diverse student population including Child Development majors and students from other majors and departments for transfer within the Behavioral and Social Sciences. The department also provides comprehensive educational opportunities to help students meet professional growth and workforce requirements.

As a department our work is organized around and guided by the following principles:

- The importance of relationships in all human learning
- Pedagogy grounded in current research and knowledge
- Embracing diversity through genuine acceptance of each individual's uniqueness
- Communication as an essential responsibility within a community
- Responsibility for confronting injustice so that all children have full, fair participation in society
- Professionalism demonstrated through reflective practice, ethical behavior, advocacy and lifelong learning.

Our vision, mission and guiding principles are aligned with the NAEYC Standards. Embedded in our courses is the foundational understanding of the critical nature of relationships in all human learning. From “Neurons to Neighborhoods,” and other brain research reinforce the premise that children need teachers who understand their development, can create meaningful connections and who know how to scaffold their learning. We want students to honor the innate intelligence and competence of children at every age. Our pedagogy grounds students in theory so that they will have the background to make intentional decisions about their interactions with children, curriculum and classroom practices. Theory assists in developing a student’s understanding of developmentally appropriate practices, understanding the importance of play and understanding the need for authentic partnerships with families. The department is fortunate to have students from highly diverse backgrounds who can learn from each other to respect differences, embrace all cultures, and communicate across different perspectives. The qualities of professionalism and the importance of ethical behavior are also addressed in all of our courses. We want students to leave us recognizing that we are all members of communities with a responsibility to be informed and active in creating a fair, just world for children. We hope to inspire passion in students for children, for teaching, and for life long continuous learning.

We provide learning opportunities through a comprehensive sequenced set of courses designed to provide theoretical foundations and practical applications. The theory courses introduce students to basic pedagogy with in-class activities and out of class assignments that challenge them to think critically about what they are learning. The methods courses provide hands on activities to explore and practice with a variety of materials. Observation is a consistent requirement in many of our courses. Some courses require students to engage in community service or practicum placements in programs. Self-reflection activities and assignments are interwoven into our courses giving students opportunities to develop self-awareness and deeper self-understanding. Professionalism is promoted from their first class in Foundations of Early Childhood Education in which they start a professional portfolio and culminates with the practicum class where they become part of a teaching team. The practicum is a competency based class in a quality childcare setting that is structured to provide consistent

supervision and feedback from a professional master teacher. We are proud of our program and our work with students even as we recognize our challenges.

National and Statewide Trends in Early Childhood Education

The Obama administration is committed to various initiatives.

- Race to the Top: Early Learning Challenge Grants
- Head Start and Early Head Start
- Supporting our Federal Child Care System with new investments to grow the Child Development Block Grant
- Early Learning: America's Middle Class Promise Begins Early, U.S. Department of Education Initiative
- Early Education for All Americans 2013
 - Providing High-Quality Preschool for Every Child
 - Growing the Supply of Effective Early Learning Opportunities for Young Children
 - Extending and Expanding Evidence-Based, Voluntary Home Visiting

In November 2013, the Strong Start for America's Children Act was introduced at the Federal level. At the federal level and in California we have Strengthening Families, an effort that brings communities and organizations to work together to prevent child abuse and neglect and to expand effective parent and family support. The Kindergarten Readiness Act of 2014 (SB 837) has been introduced. The legislation requires each school district or charter school that offers kindergarten to offer transitional kindergarten, including specifics on teacher requirements. California is committed to increasing access to high-quality early education.

De Anza College Child Department and Education Student Demographics

According to the Child Development Program Review Data, over the past three years (2010-11, 2011-12, 2012-13) the department has served an average of 1,800 unduplicated students; with average enrollment of 3,600 students. In 2012-13, the student population was 38% Asian or Pacific Islander, 29% Latino(a), 20% White, 3% decline to state, 1% Filipino and 4% African American. Students enrolled in child development courses are child development, psychology and nursing majors, with a small population of students pursuing other degrees/certificates. According to the most recent student survey (Spring 2013), 42% of our students are high school graduates,

24% have a BA/BS degree, 10% have a foreign degree, 8% have an AA/AS degree, 5% have a community college Certificate of Achievement or Proficiency, 4% have a MA degree, 4% have a GED, 4% have a Child Development Permit, and 1% have a Doctorate.. Students in Child Development are pursuing the completion of milestones within the educational pathway. The pathway includes the completion of 18 quarter units (12semester equivalent units) to fulfill Child Care Licensing requirements; certificates of achievement and certificates of achievement-advanced to meet the California Child Development Teacher Permit requirements at the Associate Teacher and Teacher levels; the A.A degree to meet the requirements of the Master teacher and Site Supervisor levels of the Child Development Permit. Annually, the college issues an average of fifty (50) certificates.

Early Childhood Education Job Trends (Needs of Students and Community)

In February 2012 State of the Union, President Obama unveiled the plan for Early Education for All Americans. He called upon Congress to expand access to high – quality early education to every child in US. New investments will be established and certainly new opportunities for early childhood teacher preparation programs. The investments are in 3 areas: (1) providing high quality pre-school for every child, (2) growing the supply of effective early learning opportunities for our children, and (3) extending and expanding evidence based, voluntary home visiting (similar to the Head Start model). In Santa Clara County, the dialogue has begun to organize a Preschool for All county wide initiative. Most recently, SB 837 was introduced. The legislation creates the Kindergarten Readiness Act of 2014. The legislation requires each school district or charter school that offers kindergarten to offer transitional kindergarten, including specifics on teacher requirements.

As documented in the Spring 2012 program review, employment prospects for early childhood educators and other affiliated professionals and support personnel are expected to be strong. The California Employment Development Department Labor Market Information 2010-20 projections for the San Jose-Sunnyvale- Santa Clara Metropolitan Statistical Area (MSA) indicate 110 annual openings for preschool teachers and 175 for teacher assistants, with annual growth rates, present a significant demand for child care workers, with 233 projected annual openings

<http://www.calmis.ca.gov/htmlfile/msa/sjose.htm>

Statewide projections for 2010-2020 are good for preschool teachers. Jobs for Preschool Teachers are expected to increase by 11.5 percent, or 6,300 jobs between 2010 and 2020. Jobs would increase significantly with the passage of SB 837, Kindergarten Readiness Act of 2014.

The following is a list of the new proposed job titles for individuals with expertise in early childhood mental health: Early Childhood Family Partner, Early Childhood Social and Human Services Assistant, Early Childhood Community and Social Service Specialist, Community Workers (Promotores), and Early Interventionist. Locally, FIRST 5 employs over 30 employees and contracts with forty-two (42) family services agencies, most of whom are potential students. Also, child development coursework provides the foundation for diverse career options such as elementary school teaching, pediatric nursing, child psychology, children's librarianship, playground design, early childhood program director, family court child advocate, and parent educator.

<http://www.labormarketinfo.edd.ca.gov/occguides/Search.aspx>

According to the California Occupational Guide, the occupation of Preschool Teacher in 2010-2020 has an estimated employment and projection growth in Sunnyvale, Santa Clara Metropolitan Statistical Area (MSA) of 12%, over 3% higher than in the 2010-12 projection. The industry of 662 employers in Santa Clara County employs almost 60% of the workforce. (The preschool teacher occupation may also be called Head Start teachers, child development teachers, nursery school teachers, pre-kindergarten teachers, early childhood teachers, child care workers, and head teachers). Teacher Assistants is expected to grow slower than Preschool Teachers.

<http://www.labormarketinfo.edd.ca.gov/occguides/>

The Accountability Reporting for the Community Colleges : A report to the Legislature pursuant to AB 1417(ARCC 2011), Table 11, Top 25 Vocational programs in 2010-11 by volume of total awards, including certificates requiring fewer than 18 units, Child Development/Early Care and Education is ranked #2.

<http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC/ARCC%202012%20March%20Final.pdf> .

All of these are positive indicators of future job opportunities for our students. Many of these job opportunities offer levels of compensation comparable to our county's median income.

According to the Early Childhood Professional Preparation Development and Education collaborative (EPEC), report titled California Early Childhood Educator Career Ladder Project Final Report (November 2011), "Growing national attention to the importance of early childhood education to a child's future success has brought renewed focus on the education, skills and competencies of the adults who work daily with young children in group settings". An important recommendation is that, "California's higher education system, primarily the community colleges and state universities, continue to be engaged, and provide the appropriate courses and articulation." This national and state emphasis on the importance of early education underscores the importance of the NAEYC accredited A.A. degree for our teacher preparation program.

<http://www.epecinfo.com/>

The needs of students and the community are identified annually through our department Advisory Committee. In 2013, the advisory committee pointed out current trends and issues focused on the following needs:

- More involvement of the Child Development department in the community to recognize and address community needs
- Concerns about students missing core classes; students are not qualified for hire; students not qualified for child development permits
- Employer opportunities for advertising job opportunities and job fair

Child Development coursework also provides a foundation for diverse careers such as, elementary school teaching, children's librarianship, early childhood program director, family court child advocate, parent educator, pediatric nursing, and child psychology, special education teachers, and mental health providers. Statewide jobs for Elementary school teachers are expected to increase by 11.5% or 6,300 jobs between 2010-2020. Statewide annually, 5,150 jobs are expected to open. The largest industry in California is Elementary and Secondary teachers.

These identified needs serve as recommendations for improvement. The department has created a webpage of job opportunities and advises students to review it when job

seeking. The department faculty advises students in the completion of their academic plan. With the completion of the academic plan, and in collaboration with Counseling, students are asked to enroll in core courses required by the California Licensing system and the Child Development Permit process.

Process of Framework Development

Our journey began in 2007, a preliminary retreat was held to decide whether to pursue accreditation. This session brought together faculty, staff and administrators of the Child Development and Education Department and the Child Development Center. At the retreat the participants discussed the Department's core purposes, vision, values and mission as the foundation of a conceptual framework for the future of the Department. This effort initiated the process of preparation for the National Association for the Education of Young Children (NAEYC) Associates' Degree accreditation. The CDE Chair, Division Dean, and Vice President of Finances attended the session lead by a professional facilitator. It was noted that the Department had been engaging in a process of conversation, application and reflection. The College Strategic Plan also focused on four elements that were consistent with the CDE retreat purpose: Outreach; Student Success/Retention; Community Collaboration; and Cultural Competency. The retreat launched the NAEYC accreditation work which took place over the next several years. Between 2008-2012, faculty worked on the various components of the self-study and identified the components of the conceptual framework. Faculty met monthly, except during the summer months. During monthly faculty meetings, faculty worked together to further define the framework. An important part of this work has been linking together the NAEYC Standards, state SLOs and information from trends and needs in the field to help conceptualize the scope of the framework. During monthly meetings faculty worked together to share information and perspectives and to define the framework. Feedback was also sought from the CD Advisory Committee for this process. Most recently the faculty have met to link the California ECE Competencies with this work and the integration of these competencies to the framework.

Guiding Principles for Student Performance Outcomes

The De Anza Child Development and Education Program's vision is of a world where every child is nurtured, respected, and supported in their development by professional,

well-trained teachers who help them to become responsible, engaged and caring citizens of the global community.

Our mission is to prepare a diverse student population including Child Development majors and students from other majors and departments for transfer within the Behavioral and Social Sciences. The department also provides comprehensive educational opportunities to help students meet professional growth and workforce requirements. The mission was reviewed to meet the national and state completion agenda, focused on improving post-secondary attainments. In California, the new student success requirements are focused on,

- identifying a goal
- completion of student orientation
- completion of assessments
- completion and monitoring of a student educational plan
- graduation (certificates and degree according to the goal identified)

Our guiding principles are:

- The importance of relationships in all human learning
- Pedagogy grounded in current research and knowledge
- Embracing diversity through genuine acceptance of each individual's uniqueness
- Communication as a mutual responsibility
- Professionalism demonstrated through reflective practice, ethical behavior, advocacy and life-long learning

The Child Development and Education Department fulfills two equal purposes: (1) transfer and (2) career technical education.

As a transfer program, the Child Development and Education Department provides transfer classes, through general education classes with a focus on the Behavior/Social Science as well as offering several other classes courses-listed in Math, Language Arts, Anthropology and Psychology. The department also provides important foundational transfer course for Child Development majors such as the child growth and development classes. As a career technical education program the department prepares professional early childhood practitioners to work in a variety of settings with children and families. Students achieve competencies/outcomes through educational experiences that immerse them in pedagogy, encourage critical thinking and active learning, and provide them with direct opportunities to practice skills. Students leave with values and skills that embrace our guiding principles. They develop competencies, which facilitate

learning how to build relationships with children and families. In addition, they gain a sense of the importance of community engagement, advocacy and upholding ethical standards.

Knowledge Base and Theories

The Child Development and Education teacher preparation program curriculum promotes an eclectic theoretical approach based on the most current research and most influential theorists in the field of child development. This eclectic approach draws from classical theories and most recent theories of human development including brain development.

The Child Development and Education teacher preparation program is based on Jean Piaget's theory of constructivism. Our teaching and theoretical foundations include the work of Urie Bronfenbrenner's bio-ecological theory, Lev Vygostky's Social/Cultural theory and brain development research findings by Dr. Jack Shonkoff, Dr. Dan Siegal, Dr. Bruce Perry and Dr. Alicia Lieberman. Howard Gardner's theory of multiple intelligences is integrated throughout the curriculum. The Department also integrates the culturally relevant work of Janet Gonzales Mena and the research done by Dr. Linda Espinoza on dual language learners. The California Infant/Toddler and Preschool Foundations and Curriculum frameworks are also woven throughout courses.

Constructivism is grounded on the work of Jean Piaget (1896-1980) who defined the term in 1973. It refers to "the process of change or knowledge construction that occurs in one's thinking as learning occurs (Waite-Stupiansky 1997)." According to Piaget, acquiring knowledge is a continuous adaptation, the learners would do assimilation and accommodation accordingly in order to organize information and form a "conceptual foundation" within which new knowledge can fit. This theoretical view holds critical principles to guide the design of effective learning environments in which:

- √ Learners bring prior knowledge and experience
- √ Knowledge is gained from experience with meaningful problems
- √ Skills and knowledge are always gained in context

Our program takes the view that human beings are active learners in effective learning environments and students are built from what they bring to our program. Our teacher education program courses develop a set of strategies for both pre-service and in-

service teachers, to facilitate children's discovery and build knowledge necessary for school success.

Paramount to our department foundational work is Urie Bronfenbrenner's theory and the understanding of the Bio-Ecological System approach in teacher education.

Bronfenbrenner's theory has been adopted as a model within the local systems of care in Santa Clara County and it has stimulated children and family research in state and local government, in the philanthropy world, and in social services. His work is relevant to our current understanding of development as related to a specific context rather than being universal. His conceptual model provides an opportunity to engage students in understanding humans in their various social environments; it allows for a systematic study of humans interactions within the five structures. These structures interplay, "relationships and interactions, take place to form patterns that affect human development" (Berns 2013).

According to Social/Cultural theory a teacher must locate the learner's zone of proximal development, which consists of skills, knowledge, and concepts that the learner is close ("proximal") to acquiring but cannot yet master without help. Through sensitive assessment of our students, our program engages the students in a "process of joint construction," and we work together until the student attains the knowledge and professional skills of early childhood education. Lev Vygostky emphasized on the importance of cultural transmission.

Our program understands that the contributions of neuroscience are essential to include in the preparation of early childhood educators and caregivers. Humans have developmental and sensitive periods, for which essential and intentional knowledge should take place. The first five years of life is a sensitive period for many aspects of brain development, a time during which the brain needs some experiences to develop normally. The plasticity of human brain is especially apparent in the beginning during the most sensitive time for brain growth. The work of Dr. Jack P. Shonkoff in *Neurons to Neighborhoods: The Science of Early Childhood Development*, is primarily important for its focus on the quality of human relationships in healthy development.

Dr. Dan Siegal, Alicia Lieberman, Dr. Bruce Perry suggest that impact of early childhood trauma on brain development and the critical weave of topics related to trauma in young

children, must be essential in teacher preparation curriculum. Students in our program are presented topics and knowledge to understand brain-based education and how they are able to apply concepts and ideas in their practice. Students acquire the skills needed to apply strategies for developmentally appropriate stimulations for young children and in working with families.

Critical to understanding the way adults and children learn is Howard Gardner's Multiple Intelligences theory and its applicability in working with adults and children. As a neuroscientist, Gardner speaks to us about the unique ways of interacting in the world. In teacher education, our department embeds the theory in courses when planning lessons, assessments, apprenticeship experiences and interdisciplinary curriculums.

Janet Gonzales Mena's work is embedded in the curriculum and courses. Her research focuses on learning about diversity in early childhood settings and the development of professional sensitivity and responsiveness related to diversity and culture. Linda Espinoza's research and policy work has focused on effective curriculum strategies in working with low-income children and families who are dual language learners. California has established the need for developing early childhood educators that can build program elements and strategies that effectively support young dual language learners.

Early childhood and child development teacher preparation programs in California are also aligning with the California Infant, Toddler and Preschool Learning Foundations. The foundations provide a framework to strengthen preschool education and to "close the school-readiness gap in California". The foundations are what children know and are expected to learn in a high quality environment (i.e. Desired Results) the Frameworks are a guide for teachers or the "how to" help children gain this knowledge. The foundations are generally organized in strands that cover Social-Emotional Development, Language and Literacy, English-Language Development, Mathematics, Science, Visual and Performing Arts, Physical Development and Health and Social Science.

Recently, the California Department of Education, published a document titled *The Alignment of the California Preschool Foundations with Key Early Education*

Resources.(California Department of Education 2012). The document aligns the existing foundations with the new initiatives at the state level, the Common Core State Standards (CCSS) and the Head Start Child Development and Early Learning Framework. Our program will be dedicating time to review and assess such alignment to be integrated into our early childhood teacher preparation program.

In conclusion, these theories, foundations, frameworks and knowledge base are integrated in the teacher preparation program. It is worth noting that at De Anza College, we serve a diverse and complex student population who represent developmental experiences from all over the world. We have identified the multiplicity of layers that impact human development and learning and emphasize the importance of cultural values in understanding and facilitating adult development. The program curriculum offers multiple opportunities to connect theory to our guiding principles, and to classroom teaching practice.

Student Competencies, Student Outcomes and Assessment

The Child Development and Education Department has identified 7 areas of student outcomes and competencies that reflect the skills knowledge and dispositions in the preparation of early childhood educators. This conceptual framework and the 12 California Early Childhood Competencies reflect the alignment of these proficiencies with the NAEYC Standards, National Board for Professional teaching Standards (NBPTS), Council for Exceptional Child (CEC) Standards and California Infant-Family and Early Childhood Mental Health Standards (ECMH) (see Course Catalog at <http://www.deanza.edu/cde/courses.html>)

Program Learning Outcomes

The department has established the (3) program level outcomes and assesses these outcomes on an annual basis as part of the continuous improvement process. These learning outcomes are:

- Integrate developmentally appropriate knowledge and practice and their application to teaching all young children.
- Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.

- Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.

In 2011, the California Department of Education adopted the Early Childhood Educators Competencies. The development of the competencies is a statewide effort to “support our ongoing effort to close the school-readiness gap in our state”. The document describes “the knowledge, skills, and dispositions that current and pre-service early childhood educators should have”. The 12 competency areas are:

- 1) Child Development and Learning
- 2) Culture, Diversity and Equity
- 3) Relationships, Interactions and Guidance
- 4) Family and Community Engagement
- 5) Dual Language Development
- 6) Observation, Screening, Assessment and Documentation
- 7) Special Needs and Inclusion
- 8) Learning Environments and Curriculum
- 9) Health, Safety and Nutrition
- 10) Leadership in Early Childhood Education
- 11) Professionalism
- 12) Administration and Supervision

The De Anza Child Development & Education Department is implementing these competencies into the curriculum. Students will demonstrate competency in:

1) *Child Development and Learning*

The knowledge, skills, and dispositions that early childhood educators are expected to have regarding the development and learning of young children

2) *Culture, Diversity and Equity*

The knowledge of cultural perspectives of children, families, staff and community, including principles and practices of equity

3) *Relationships, Interactions and Guidance*

The knowledge, skills, and dispositions that early childhood educators are expected to demonstrate in their relationships and communication with young children

4) *Family and Community Engagement*

The knowledge, skills, and dispositions required to respond appropriately to all aspects of family diversity—such as race, ethnicity, socioeconomic status, culture, family composition, religion, age, ability, and home language and the ability to garner community support on behalf of children and families

5) *Dual Language Development*

The knowledge and skills to support the optimal development and learning of young dual-language learners

6) *Observation, Screening Assessment and Documentation*

The knowledge and skills that early childhood educators need in order to conduct responsible, ethical, and effective observation, screening, and assessment of young children and the identification of special needs

7) *Special Needs and Inclusion*

The knowledge and skills that early childhood educators are expected to have to foster the learning and development of young children with disabilities or other special needs.

8) *Learning Environments and Curriculum*

The knowledge and skills to design effective and developmentally appropriate learning environments and curriculum

9) *Health, Safety and Nutrition*

The knowledge and skills early childhood educators are expected to have to support children's physical, emotional, and mental health.

10) *Leadership in Early Childhood Education*

The knowledge, skills, and dispositions that early childhood educators need to understand the complex policies and services that constitute and shape the early care and education system; the individual roles and opportunities within the system to motivate and cultivate others to take leadership roles and responsibilities; their own participation as leaders; and their organizations' roles and opportunities in the context of larger public and private systems in which their programs reside

11) *Professionalism*

The professional and ethical knowledge, skills, dispositions to work effectively with children, families, colleagues, and communities and to provide high-quality early care and education services

12) *Administration and Supervision*

The knowledge and skills that early childhood educators are expected to have in operations and program development, fiscal management, human resources, and other aspects of administration

13) *Competent in basic academic skills*

The knowledge and skills in reading, writing, technology and critical thinking.

We have integrated these competencies into the curriculum as a result of departmental work based on the following: NAEYC Accreditation, transfer degree alignment, the SLOAC (student learning outcomes assessment cycle) statewide expectations, and California Early Childhood Competencies.

These competencies are demonstrated by all students in pre-service preparation. Table 1 reflects the assessment of student performance against these standards and program learning outcomes.

CHARTS

Table 1
The Assessment of Student Performance

NAEYC Standards	California Competency area (#)	Identification of Courses	Assignments/ Assessment (Sample)	Program Learning Outcomes
Standard 1. Promoting Child Development and Learning	1) Child Development and Learning 2) Culture, Diversity and Equity 3) Relationships, Interactions and Guidance 8) Learning Environments and Curriculum 5) Dual Language Development 6) Health, Safety and Nutrition	CD10G CD10H CD12 CD50 CD54 CD56 CD52 CD51 CD57 CD64	Student Teaching Scored Rubric Naturalistic Observation Scored Rubric Program Observation Report & Scored Rubric DRDP Child Study Scored Rubric	Integrate developmentally appropriate knowledge and practice and their application to teaching all young children. Demonstrate knowledge and skills in using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.
Standard 2. Building Family and Community	2) Culture, Diversity and Equity 3) Relationships, Interactions and Guidance 4) Family and Community	CD12 CD68 CD69 CD70	Service learning reflection scored using a rubric	Integrate developmentally appropriate knowledge and practice and their application to teaching all

Relationships	Engagement	CD71 CD72		young children.
Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families	1) Child Development and Learning 3) Relationships, Interactions and Guidance 6) Observation, Screening Assessment and Documentation 8) Learning Environments and Curriculum 11) Professionalism	CD10G CD10H CD12 CD50 CD52 CD54 CD59H	DRDP Child Study Scored Rubric Naturalistic Observation Scored Rubric	Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.
Standard 4. Teaching and Learning	3) Relationships, Interactions and Guidance 7) Special Needs and Inclusion 8) Learning Environments and Curriculum 9) Health, Safety and Nutrition 11) Professionalism	CD50 CD51 CD53 CD57 CD54 CD55 CD56 CD57 CD58 CD60 CD61 CD64 CD68	Naturalistic Observation Scored Rubric Early Childhood Environmental Rating Scale rubric/report Curriculum plans scored rubric Student Teaching Scored Rubric	Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.
Standard 5. Becoming a Professional	10) Leadership in Early Childhood Education 11) Professionalism 12) Administration and Supervision	CD51 CD50 CD59G CD59H CD54 CD57 CD67 CD69	Student Teaching Scored Rubric Reflective essay scored rubric Portfolio scored rubric	Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.
Supportive Skills -Self-assessment/ Self-advocacy -Mastery in General Education -Written & verbal communication -Skills in connecting prior knowledge	Competent in basic academic skills: reading, writing, technology and critical thinking	Integrated in program courses	Essays Reflection papers Presentations Articles and journal review and critique GE Courses	De Anza College Institutional Core Competencies

-Skills in identifying and using professional resources				
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California Early Childhood Educators Competencies. September 2011 California State Department of Education: Sacramento

California Occupational Guide

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List of Child Development Department Advisory Committee