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Dear Lab Students,

Welcome to Chabot College Early Child Development Department, Children’s Center Lab School. We are looking forward to working with you this semester. Throughout the semester, you will become an important part of our teaching team. We ask you to consider this experience a great learning opportunity.

This student handbook presents the philosophy upon which the Early Childhood Education Department program is based and attempts to define the expectations that the faculty have for the ECD department students. It does not replace The Chabot College Handbook, but continues in the same spirit to enlighten and help you recognize your academic and professional responsibilities. As a student, you are investing your time, energy, and financial resources in your future. You have many responsibilities in reaching your goal, the most important of which is to be an active participant in the learning process. We encourage you to read this handbook and express any questions or concerns you might have.

We all wish you the best of luck in all your work with young children. The children in our program will be looking at you as a teacher and will rely on your support and guidance. We hope your student teaching will be a rewarding experience.

ECD Department Faculty
ECD Department Philosophy

Chabot College Early Childhood Lab School is dedicated to training early childhood educators who understand and are able to implement developmentally appropriate practices in childcare settings that reflect a rich and complex society. The EC Lab School functions as a quality early childhood environment serving the needs of Southern Alameda County children and their families while also serving as a training facility for Chabot College Early Childhood Development students. Faculty support lab teachers in their role as models to students placed in the EC Lab school and supervise the work of students.

We prepare teachers who understand and implement emergent curriculum that arises from observed interests of children and meets their developmental, cultural and emotional needs. We value observation as the best means of assessing, valuing and meeting the developmental needs of children from a broad and diverse range of backgrounds, interests and capabilities. Coursework combines with Lab experience for a flow of theory to practice and practice to theory. Ongoing education and support of Lab School staff as well as students is valued as the foundation of a quality educational experience for both children and EC Lab students in a cooperative and mutually supportive environment.

Chabot College Early Childhood Lab School Philosophy

The Chabot College EC Lab serves Southern Alameda County providing quality care for the children of students, faculty and staff and provides training to students of Early Childhood Development (ECD). We provide a safe environment that meets the developmental needs of children from infancy to preschool, which nurtures their curiosity and love of learning. The Center reflects sensitivity to issues of diversity, both ethnic and developmental.
As a student teacher in the Lab school you will be part of a professional team. These are the expectations, guidelines and policies that you will need to follow in order for your successful experience.

1. **Attendance is mandatory:** 3 hours lab a week for ECD 63 and 6 hours lab a week for ECD 90.

2. **Report and sign in to the lab** as scheduled. Promptness and duration of the required time is mandatory. A sign-in/sign-out sheet will be posted. The supervising teacher will initial time sheets weekly. **Falsification of time sheets will result in the student being dropped from the course.**

3. Unreported absences may result in your being dropped from the lab. Call the lab center staff and the ECD supervising instructor if you are not able to attend your scheduled lab hours prior to the scheduled time.

4. Missed lab time **must be made** up within one week on the student’s own time, at the convenience of the lab school.

5. **Appropriate** and professional dress is required at all times. Dress so that you are able to participate fully with the children. The lab instructor may require you to modify your dress if it is not safe, appropriate or restricts your ability to fully participate.

6. Food or beverages from the outside are not allowed in the lab school. Smoking or chewing gum is never allowed in the lab. Chabot College is a smoke free environment.

7. Cell phone usage including texting is **prohibited during** lab.

8. Your focus during lab hours is to be fully engaged with the children and fulfill your lab duties as a member of the team. Conversations with other adults should be restricted to issues and concerns related to the care of the children.

9. Your questions and input are valued, however, since the first priority of the Lab teachers is the safety and needs of the children, you may have to wait for another appropriate time.
10. There is no down time in Early Childhood environments, so look for ways that you can be engaged with the children or other needs of the classroom.

11. All assigned activities must be approved and scheduled in advance.

12. You need to be supervised at all times by a Master Teacher or ECD Instructor. You can never be left alone with the children.

13. You will receive training in emergency procedures and universal precautions during orientation.

14. Confidentiality is crucial and a part of your professional ethics. If you have any questions or concerns about anything that happens in the classroom, you must report directly to your ECD lab instructor.

15. Students are expected to follow all policies in the Chabot College ECD Department Lab Student Handbook.

**STATEMENT OF CONFIDENTIALITY**

All professionals, including students, have a responsibility to maintain the confidentiality of the children they work with and/or observe. Early Childhood Development Lab students will be interacting with children in a variety of settings throughout the program, and it is important that students learn to do so in a professional fashion that safeguards and protects the children they work with. Failure to do so demonstrates a lack of professionalism and may interfere with a student’s ability to successfully complete a degree in early childhood education.

**ECD DEPARTMENT STUDENT TEACHER DISCIPLINE**

The student must follow the policies and procedures of Chabot College and the Lab. If there are questions or concerns the student should consult the ECD Instructor. If the lab staff relates problems with the student not adhering to policies or expectations, the ECD Instructor will have a conference with the student. **If it is decided that the student can not return to the early childhood program, due to a serious noncompliance, the student will receive an “F” for that placement and may be withdrawn from the course.**

**GRIEVANCES** General: Please see the Chabot College Student Handbook for procedures related to student life on campus.
LAB SCHOOL EMERGENCY PROCEDURES
The following emergency procedures will be discussed during orientation:

Evacuation Procedure:
Emergency Escape Routes:
Emergency Backpack Locations:
Universal Precaution:

Professional Ethics
In Early Childhood

Part of developing competency in working with young children is learning about and conforming to accepted professional standards of conduct. Your personal behavior in relationship to the early childhood education profession must be ethical. Many daily decisions required of those who work with young children are of a moral and ethical nature. The following principles and guidelines are taken from the Code of Ethical Conduct, National Association for the Education of Young Children (NAEYC), followed by the Chabot College ECD Program.

Each of the Chabot College Early Childhood Department courses includes principles, concepts, and recommended practices based on this publication. The
statements and guidelines below were developed to guide you in your field placement experience in the Chabot College EC Lab School. Each student is expected to understand and demonstrate these behaviors.

**NAEYC Statement: Ethical Responsibilities to Children**

"Childhood is a unique and valuable stage in the life cycle. Our paramount responsibility is to provide safe, healthy nurturing, and responsive settings for children. We are committed to supporting children's development by cherishing individual differences, by helping them learn to live and work cooperatively, and by promoting their self-esteem." (p. 4)

**The Basic NAEYC Principle is:**

"...P-1.1—Above all, we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, psychologically damaging, or physically harmful to children. This principle has precedence over all others...." (p. 5)

1. **When in doubt about the value of a decision put the child's welfare first.**
   It is not always easy to figure out what is best, but honestly try to do what is best for the child rather than what is merely convenient or the rule. Your basic goals are to protect and extend each child's physical well being, emotional stability, mental capacities, and social competencies..

2. **Value and respect each child as a person.**
   The teacher who truly respects and values the child listens with full attention and insures that each child has moments of quality time and individual attention. Remember that each child is a unique person. Relish the child's differences from other children and allow the child to generate their own ideas. Use each child's name often. If you plan to lift or move a young child, use his or her name and explain your actions.

3. **Do not talk about children in their presence.**
   One important way teachers demonstrate basic respect for children is by not discussing children in their presence unless the child is included directly in the conversation. Sometimes teachers thoughtlessly talk over children's heads, assuming that the youngsters are unaware of what is being said. If you have had the experience of eavesdropping while people were discussing you, you will no doubt remember the potency of that overheard comment. Anything said about a child in his or her presence needs to be said with the child included. Thus, it is more desirable to say, "David, I can see you're feeling pretty tired and hungry," than to cock an eyebrow in his direction and remark to another teacher, "Brother, we sure are in a nasty temper today!" While it is valuable to children for you to identify their emotions, give them expectations for a future change in feelings. "Donny is unhappy because he just got here, but soon he'll be having fun working with the other children."
4. Be fair to all the children.
All children deserve a fair chance and a reasonable amount of concern from each teacher. Every child is important and is entitled to be valued by his or her teacher.

5. Be healthy when you go to your placement site.
You put everyone including children at risk for more illness when you come to the classroom ill.

Ethical Responsibilities to Families:
NAEYC Statement
"Families are of primary importance in children's development. (The term family may include others, besides parents, who are responsibly involved with the child.) Because the family and the early childhood educator have a common interest in the child's welfare, we acknowledge a primary responsibility to bring about collaboration between the home and school in ways that enhance the child's development."

Do not discuss with those outside your program the strengths, weaknesses, and idiosyncrasies you perceive in the families of the children in your program. Only information that has a direct bearing on the child's day in your program need be shared with other staff. Maintain respect for each child's parents and family members.

Ethical Responsibilities to Colleagues:
NAEYC Statement
"In a caring, cooperative workplace human dignity is respected, professional satisfaction is promoted, and positive relationships are modeled. Our primary responsibility in this arena is to establish and maintain settings and relationships that support productive work and meet professional needs."

7. Do not visit with other staff while you are working with children.
Your lab time must be focused on the children and their needs. You should not discuss personal problems or emotional difficulties with the parents; nor should you discuss them with other staff while they are working with the children. The discussion of personal matters should take place after the children have gone home, or during breaks and lunch hour. People discover that shutting troubles out during the day can provide interludes of relief and happiness that can make otherwise difficult personal situations bearable.

8. Do communicate with your co-workers about the children's needs and activities, the schedule, and the program.
Learn to respond to verbal and nonverbal cues from other adults in order to carry the planned program for the children forward. If you need to share information or confer with a staff member, go directly to them instead of calling from a distance.
9. **Work as a team member with other staff.**
Inform and coordinate with the staff members who will be affected by your learning activities. Obtain permission when it is needed. Be willing to share ideas and learning materials. Sit or stand where you can see the largest number of children. Help and cooperate with fellow workers as much as possible in order to provide a quality program for the children that models effective pro-social skills.

10. **Follow the rules and procedures of your classroom.**
Learn the rules and procedures of the program in which you are working and follow them. If you disagree with the program, raise questions with your instructor who can help you evaluate the situation, your placement, and steps you may be able to take. Do not complain to fellow workers about problems that they have no power to solve.

11. **Assume responsibility for scheduled days and times you are to work in a program.**
Inform your program and practicum instructor(s) as far in advance as possible if you must be absent or if you must change your hours or days.

**Ethical Responsibilities to Community and Society:**

NAEYC Statement

“Early childhood programs operate within a context of an immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet its needs and to cooperate with agencies and professions that share responsibility for children. Because the larger society has a measure of responsibility for the welfare and protection of children, and because of our specialized expertise in child development, we acknowledge an obligation to serve as a voice for children everywhere.”

12. **Maintain pride in your profession.**
Early childhood education can be an exciting, challenging, deeply satisfying experience. Research has repeatedly shown that good programs for young children make a difference for them, for their families, and for our communities. Be proud of your role in early childhood education and interpret it positively to the community.
Chabot College EC Lab School Curriculum Policies

Our curriculum is child centered and developmentally based, focusing on individual growth and development. We define our curriculum as “everything that happens in the classroom”, including the environment, all of the relationships between adults and children, daily routines as well as specific activities.

Lesson plans and emergent curriculum planning are based on needs, abilities and interests of the children. Classroom set up reflects a “both/and” approach to learning, encouraging child-directed and some teacher initiated curriculum. We provide time, space and materials for creative expression and meaningful learning. Learning centers include creative arts, literacy, math, science, building and construction, and table top manipulatives. The teachers encourage children to pose questions, experiment, hypothesize, problem solve and develop required competencies for school readiness. While you may come with a different educational background, it is important that you familiarize yourself with Chabot College EC Lab School policies. The following are some brief guidelines for functioning in the classrooms.

In the Classroom

It takes time to develop relationships with children. The following are some suggestions that will encourage those relationships:

- Children will respond best when given the opportunity to approach you first rather than feeling overwhelmed or intruded upon by a new adult in the classroom.
- Limit setting can be challenging at first. In the beginning it is best to let the teacher handle problem situations. You will see that teachers encourage children to solve problems themselves, but intervene when necessary in very matter-of-fact, positive, calm tones. You will learn very quickly when and how to help settle disputes and express and soothe hurt feelings. Please read discipline and guidance procedures.
We want children to do as much for themselves as possible without ever feeling abandoned by adults. We think that adults should be warm and nurturing but without stifling a child's initiative. As you get to know the children and observe the teacher, you'll understand better how to achieve a healthy balance.

Guidelines Working With Young Children

Young children need to have a clear understanding of what behaviors are desirable, acceptable, and unacceptable. Limits placed on children in the classrooms are those that emphasize safety and respect for the child himself as well as for other people and environment. Discipline helps children to cope with the challenges of daily living, interpret their world, and learn social skills. Our goal in setting limits for children is to help them to understand the idea of respect for other people and/or their belongings. Setting limits for children teaches them to develop self-discipline so that as they grow older, they will control their own behavior with less guidance from adults.

We approach discipline as an opportunity for growth. What skills does the child not yet have that is causing the inappropriate behavior and how can we help the child develop the social skills to be successful? Young children don’t yet understand that hitting hurts or that they should be “nice” and “polite”. They do understand that hitting, grabbing toys, throwing objects other than balls, and biting are not allowed. Often, we are tempted to have children say “I’m sorry” as a way of resolving a conflict or problem. Young children’s experiences with regret are often more related to not having gotten the toy they wanted than remorse for their actions. Very young children are still learning about cause and effect. Although it makes adults feel better to hear children say “I’m sorry,” helping children find alternative things to do or say in expressing angry feelings is a more effective way of developing a conscience. You also help to build their consciousness by setting firm and consistent rules. The ultimate goal is self-discipline.

At preschool age, children need to have in their environment adults who will provide reasonable limits that they cannot provide for themselves and are there to teach skills the child still needs to master.

There are a variety of ways to set limits for children. Some of the appropriate methods are suggested below:

We do not use time outs in the traditional way.
We do not expect children this young to understand why they need to sit apart for a specified period of time. “Time out” does not offer an alternative behavior. We want children to learn what they CAN do rather than just what they can’t do. It is okay to remove a child from a situation saying, “You are having a hard time doing
so and so. Let's find something else for you to do." Teachers should make sure the child is well settled and involved before leaving him.

Prevention is the best means of avoiding a potentially difficult situation. When the classroom environment is conducive to the development of the children, discipline problems occur less often.

Don’t expect the children to behave like adults or even like older children.

Offer acceptable choices. “Do you want me to help with your coat or do you want to do it by yourself?” “Do you want your coat on?” (Phrase the choice so that the one you want them to pick is last-after the word “or.”)

Teachers help children to verbalize their feelings instead of acting them out on other children.

Teachers should try to put a nonverbal child’s feelings into words: “You are angry because [child] took your toy”; “That makes you sad”; “No! You are saying, No! Don’t hit me!” It is important to show how physical acts can be expressed verbally. Teachers must always model effective communication skills. Older children quickly learn that words can hurt other people’s feelings and may need some help in working this out with their friends.

Children will be encouraged to learn problem-solving skills with the help of teachers.

<table>
<thead>
<tr>
<th>DO SAY</th>
<th>DON'T SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sit down when you slide, so you won’t fall.</td>
<td>Don’t stand up when you slide</td>
</tr>
<tr>
<td>Keep sand in the sandbox</td>
<td>Don’t throw sand</td>
</tr>
<tr>
<td>Keep the puzzle on the table, so we don’t lose pieces.</td>
<td>Don’t dump the puzzle on the floor</td>
</tr>
<tr>
<td>Turn the pages carefully, so the pages don’t tear.</td>
<td>Don’t tear the book</td>
</tr>
<tr>
<td>Talk in a quiet voice</td>
<td>Shut up! Don’t shout</td>
</tr>
<tr>
<td>It is time to go inside</td>
<td>Should we go inside?</td>
</tr>
<tr>
<td>It is time to wash your hands</td>
<td>Do you want to wash your hands?</td>
</tr>
</tbody>
</table>

**DO.....**

1. Speak in a calm, kind voice.
2. Speak directly to the child; do not call across a room.
3. Speak in short, meaningful sentences appropriate to the child’s level of understanding. Begin the sentence with the child's name.
4. Get down on the child's level if possible so that the child can see your face.
5. Keep your emotions under control.
6. Acknowledge the child for appropriate effort.

Everywhere We Encourage

- When interacting with children, always get down to their level.
- Respond promptly to children’s needs.
- State suggestion and directions positively tell them what you DO want them to do; e.g., “Let’s keep feet on the floor.”
- Each child to find something to do that is of interest to him/her.
- Make sure children understand what you are asking them to do.
- Ask open-ended questions, encouraging children to extend their vocabulary and new ideas.
- Model appropriate behavior by sitting on chairs and the floor (not tables, cabinet, shelves, or counters.
- Support children in solving problems rather than solving their problems yourself.
- Support group times by focusing on the children, not the book or the leader; quietly redirecting children’s attention to the leader (e.g., offer your lap).

Art Is Creative Self Expression

- Art activities are geared to individual children’s needs, interests and skills.
- Toddlers need to be gradually introduced to art materials/tools. Because they are in the sensory exploration stage, toddlers need various surfaces and implements in which to experiment with spreading and smearing.
- Older children should be exposed to an increasing variety of colors, surfaces, and techniques. Few restrictions should be placed on the
children’s explorations with art materials. While they should not be allowed to destroy materials (paint in books, toys, floor, on the wall, etc.), their experimentation should lead to an increased understanding of the medium.

- Process is emphasized over product. The very young children may approach collage by sticking one piece of paper on contact paper and repeatedly removing it. They are learning about stickiness and textures. Older children should be encouraged to use their own resources and not depend on teacher-made material or materials that dictate the finished product. For instance, we do not cut out shapes for the children, but encourage them to tear or cut for themselves. If we cut shapes for collage shelf, the shapes need to resemble the shape being cut.

- We offer the children as much choice and control over the activity as is possible and appropriate for their skill level. They decide whether or not to do an activity, how it is done, what materials they want to use, and when they are finished. We do not insist that every child do an art project.

- We make materials available as much as possible so that the children can work independently. This is particularly important for the older children. Materials such as crayons, pencils, paper, glue, collage materials etc. should be in their reach so that they can color/draw/create when they wish. Choosing and controlling the activity enhances their self-esteem and their growing need for autonomy.

- Adult direction is minimal. Children are encouraged and motivated by our interest in the work they are doing, not in the finished product. We comment on their use of materials and the process. Children’s work is not compared to others’ but is valued its own merit. “You are using the brush to make dots” show the child you are interested and paying attention, thus boosting his/her self-esteem and motivating him/her to continue. “What a beautiful painting” makes a child momentarily happy but emphasizes the need for adult approval. This moves the motivation from intrinsic (within the child) to extrinsic (the need for outside approval). Such global and evaluative responses are to be avoided. We want children to work for their own pleasure and learning.

- Children do a great deal of experimenting with various media and progression from scribbles to representational are at individual rates. Therefore, never draw or mold specific objects, even when asked. Encourage children to explore and avoid making any models of your own. We value children’s individuality in creativity.

**Blocks**

- Like artwork, block building with young children emphasizes the process, not product.
- Children need to explore the various physical properties of blocks before they can use them for representational purposes (building a house). The youngest children may need to mouth and bang blocks. As they grow and
their understanding of what they can and cannot do with blocks matures, children will use blocks in ways that seem more appropriate to adults.

- Instead of “What are you building?” (Product-oriented statement), hand the child a block and ask, “Where will you use this one?” Rather than suggesting that the child have a product in mind, you are encouraging the child to continue the process.

- Children can be taught to respect each other’s block buildings. Children who are using blocks in a potentially dangerous way may need either one-on-one help using the blocks or to be redirected to another activity. Please seek assistance if you are not sure what to do.

- Student teachers facilitate/model clean up time and blocks are put back on the shelves. Often the task needs to be simplified for children… Let’s put the long blocks here…see the picture of the shape on the shelf….can you find the ones that match it.

On the Playground

- Outdoor time is as meaningful to the development of young children as indoor time.
- Do not think of it as recess, but as an extension of their work in the classroom. They continue to explore and master their environment, gain self-help skills, imitate and rehearse the adult world, and become more competent socially and physically.
- It is important for adults to continue to interact appropriately and to reassure children about their safety.
- A 6` use zone must be maintained around all structures and mats.

Kitchen /Food Policy

- Wash your hands thoroughly with soap and water before handling food. Handle food as little as possible by using tong, fork and spoons in serving. Do not cross contaminate FOOD BY USING THE SAME UTENSIL. Remember to use food-handling gloves if you are serving the food.
- Food is brought in food containers to be placed in serving bowls to be put on the table to serve to the children. Do not overload containers so children are able to handle and pass to other children.
- Do not put food from serving bowls into the storage containers.
- Unused food in serving bowls will be discarded.
- Milk is brought in gallon containers and then poured into small pitchers in small amounts; we do not pour milk back into gallon containers.
- Milk and juice from classrooms must be refrigerated in a timely fashion. When a small amount of food is needed, you should take out a small amount and refrigerate the remainder.
- Please remember to return all food from classrooms to kitchen, as food attracts ants.
- During meals, we encourage children to try new foods.
- We eat family style meals, all children and adults are seated together at the table and we encourage children to serve themselves and clean their place when finished.
- Children stay seated at the table until they have finished eating (avoid walking around with food in hand or mouth.)
STUDENT AGREEMENT TO EC LAB POLICIES AND PROCEDURES

I agree that I will behave professionally at all times and adhere to the philosophy and policies of the ECD Department and Lab school. If I behave in ways that are in conflict with the philosophy, Lab policies or are potentially harmful to the physical/emotional well being of the children, I will be asked to leave the lab school and may be withdrawn from the course.

*I have attended the orientation, received information about the lab and emergency procedures and will follow them.*

Student Name_________________________ Signature _______________________

Teacher Name_________________________ Signature _______________________

Date ________________________________
### Student Teacher Emergency Contact Information

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<thead>
<tr>
<th>Name</th>
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<table>
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<tr>
<th>Circle One:</th>
<th>ECD 63</th>
<th>90/</th>
<th>95/96</th>
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<tbody>
<tr>
<td>TB test results on file</td>
<td>yes</td>
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<th>Emergency Contact Name</th>
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<th>Alternative Contact Name</th>
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<th>Alternative Emergency Contact Number</th>
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Are there any health concerns that we should know about?

Date of Orientation ________________________________