

**ED 321 - MANAGEMENT AND ORGANIZATION OF
EARLY CHILDHOOD PROGRAMS
Spring 2013**

Credit Hours: 3 Classroom - 2 units; Field placement (22 hours) - 1 unit
Class times: Monday and Wednesday - 11:40 to 12:30 (placement is scheduled individually)
Instructor: Ron Shultz, 432-4334, ronald.shultz@emu.edu, Office #202b
Practicum: Early Learning Center Located at Park View Mennonite Church (433-4002)
Rachel Diener (rachel.diener@emu.edu)
Judy Kelliher (judy.kelliher@emu.edu)

COURSE DESCRIPTION:

This course is designed to study the issues and concerns that surround the decisions administrators and teachers must make regarding early childhood programs and to assist prospective teachers in developing the necessary competencies to provide quality early childhood education.

This course has two distinct parts, the lab experience at the early learning center and the class at EMU. The class work provides you with theory and practical information that enables you to become a more effective teacher. The lab experience gives you the opportunity to observe theory into practice. The two parts of the class are interdependent. The theory helps you gain more from your experience with children and the experience with children makes theory more meaningful to you. Active participation in both parts of the course is crucial.
(2 SH content: 1 SH Practicum)

Teacher Candidate Performance Outcomes:

The following Teacher Candidate Performance Outcomes are designed to support the Teacher Education Program Goals listed above. The successful teacher candidate is able:

Scholarship: to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning setting high expectations.

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peace building in diverse settings.

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

GENERAL COURSE OBJECTIVES:

The student will:

1. Examine the criteria for quality early childhood programs, and the licensing standards in Virginia and in the nation. (Professional Knowledge, Inquiry)
2. Become familiar with staff qualifications, salaries and conditions, and evaluation procedures for personnel in early childhood programs. (P.K.)
3. Explore financial considerations of preschool programming. (P.K.)
4. Develop an awareness of health and safety issues related to young children. (P.K. Caring)
5. Acquire skill in planning and scheduling developmentally appropriate learning experiences for young children, which facilitate learning in all curriculum areas. (Scholarship, P.K., Caring)
6. Examine the criteria for selecting appropriate material and equipment to provide a safe, healthy learning environment. (P.K, Caring)
7. Study needs and plan for use of indoor and outdoor physical space. (P.K., Caring)
8. Examine the issues in meeting the individual needs of all young children, including children from a variety of ethnic backgrounds and those with disabilities and special abilities. (P.K., Caring)
9. Gain understanding in the need to communicate and collaborate with parents and professional colleagues to gain a broader knowledge of the child and the family context. (Communication, Leadership)
10. Recognize the professional and legal responsibilities of the early childhood educator. (P.K.)
11. Demonstrate an ability to locate and use relevant professional literature, organizational resources, and experiences to develop principles of effective practice. (P.K., Leadership)
12. Participate in observing and working with infants and young children in early childhood centers. (P.K., In., Caring)
13. Demonstrate the ability to use and plan appropriate methods related to the visual arts to help children develop the cognitive, physical, social and emotion domains with an emphasis on fostering curiosity and problem solving. (P.K., In.)
14. Demonstrate the ability to plan developmentally appropriate instruction that integrates mathematics, science, social studies, art, music, drama into the learning environment of classroom. (P.K., In.)

REQUIRED TEXT:

Henniger, M.L., (2009). *Teaching Young Children (5th ed.)*. Upper Saddle River, N.J.: Merrill Prentice Hall.

Mooney, C. (2000). *Theories of childhood*. Redleaf Press.

This course is built on research and advocacy positions promoted by the National Association for the Education of Young Children (NAEYC) and the national standards as identified by the Association of Childhood Education International (ACEI). A substantial knowledge base is drawn from recent books and journals on understanding and teaching the young child. Selected website addresses and a bibliography of books are listed below.

Early Childhood Education Websites:

National Association for the Education of Young Children (NAEYC): www.naeyc.org
 Association for Childhood Education International: (ACEI): www.udel.edu/bateman/acei
 Southern Early Childhood Association (SECA): www.seca50.org
 Division of Early Childhood of the Council for Exceptional Children: www.dec-sped.org
 National Head Start Association: www.nhsa.org
 Early Head Start National resource Center: www.ehsnrc.org
 Zero to Three National Center for Infants, Toddlers, and Families: www.zerotothree.org
 National Child Care Information Center: www.nccic.org
 Child Trends, Inc.: www.childtrends.org
 Children's Defense Fund: www.childrensdefense.org
 Early childhood Education Web: www.ecwebguide.com
 National Black Child Development Institute: www.nbcdi.org
 National Center for Children in Poverty: www.cpmcent.Columbia.edu/dept/nccp
 Family Support America: www.familysupportamerica.org
 American Academy of Pediatrics (AAP): www.aap.org
 I AM Your Child: www.iamyourchild.org
 Kids Count: www.aecf.org

ADDITIONAL RESOURCES:

Bentzen, W.R., 1997. *Seeing young children: A guide to observing and recording behaviors*. Albany, NY: Delmar.

Bredekamp, S., & Copple, C. (Eds.). 1997. *Developmentally appropriate practice in early childhood programs*. Rev. ed. Washington D.C.: NAEYC.

Burns, M.S., Griffin, P. & Snow, C.E., (Eds.). 1999. *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press.

Cho, E., Chen, D., & Shin, S., 2010. Supporting transnational families. *Young Children*, 65 (7): 30-37.

Decker, C., & Decker, J. R. ,1997. *Planning and administering early childhood programs*. New York: MacMillan Publishing.

Feeney, S., Freeman, N., & Pizzolongo, P., 2012. *Ethics and the early childhood educator*. Washington, D.C.: National Association for the Education of Young Children.

Freeman, N., 2007. Preschoolers' perceptions of gender appropriate toys and their parents' beliefs about genderized behaviors: Miscommunication, mixed messages, or hidden truths? *Early Childhood Education Journal*, 34 (5): 357-366. DOI: 10.1007/s10643-006-0123-x

Geist, K., Geist, E., & Kuznik, K., 2012. The patterns of music: Young children learning mathematics through beat, rhythm, and melody. *Young Children*, 67 (1): 74-79.

Grantz, R. & Boulton, P. J., 1996. Erikson and early childhood education: looking at ourselves and our profession developmentally. *Young Children*, 51 (5): 74-78.

Jalongo, M.R., 2004. *Exploring your role*. Upper Saddle River, NJ: Prentice Hall/Merrill.

Leong, D. & Bodrova, E., 2012. Assessing and scaffolding make-believe play. *Young Children*, 67 (1): 28-34.

Neelly, L.P. 2001. Developmentally appropriate music practice: Child learn what they live. *Young Children* 56 (3) 32-43.

Neuman, S.B., D. Dickinson, eds. 2002. *Handbook of Early Literacy Research*. New York, NY: Guilford Press.

Tabors, P.O. 1998. What early childhood educators need to know: Developing effective programs for linguistically and culturally diverse children and families. *Young Children* 53 (6): 20-26.

Wilson, LaVisa C., Linda Douville-Watson and Michael Watson. 1995. *Infants and Toddlers: Curriculum and Teaching*. Albany, NY: Delmar Publishers.

Journals

Child Welfare	Early Childhood Today	Early Childhood Education Journal
Childhood Education	Day Care and Early Education	Young Children
Early Childhood Education		

Academic Integrity

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2012-13 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Turnitin

Students at Eastern Mennonite University are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For this class, you will submit your papers to Turnitin from Moodle. When grading your work, I will interpret the originality report accordingly, and I will follow the Academic Integrity Policy as appropriate. For more information about and a demo of Turnitin, please see this site: <http://turnitin.com/static/>. Note that submitted papers become part of the Turnitin.com database.

Academic Support

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access [ASC Tutoring](#) (also accessible through myEMU).

COURSE REQUIREMENTS

Attendance and Participation ...56 points

Percent of Final Grade: 10%

Students are expected to attend each class session and to be actively involved in the learning/teaching process. Necessary absences should be reported to the instructor before class. Arrange to turn in work, have notes taken, and handouts collected if unable to attend class. You will lose 2 points per missed class. Points may be deducted from assignments for unexcused absences and/or unsatisfactory participation in class activities.

Exam ...40 points

Percent of Final Grade: 10%

A final will be scheduled for the course. Text material, readings, center observations and class discussions will be addressed in the test. For one part of the exam, you will prepare four transition activities. During the class session scheduled for our final exam (Dec. 12 @ 10:40), you will present four songs, finger plays, movement, dance, or chants that can be used to transition children from one activity to another. You will be expected to write up the transitions and give copies to the class.

Textbook Reading Reflections ... 100 points

Percent of Final Grade: 10%

Though you are expected to read each chapter, please self-select four chapters from *Teaching Young Children* and write a summary of the important ideas from the chapter and reflect on your personal connections to the chapter. **Use a double entry column format** provided in class. Turn two in at midterm time and then the final two at the end of the term. For each chapter give at least 4 reactions and/or connections to the text. (25 pts. for each).

Four essays on the Professional NAEYC ...200 points

Percent of Final Grade: 20%

As part of the writing intensive requirements for the course, you will write four short essays addressing the standards of initial licensure recommended by the NAEYC. Your four papers will be four pages in length and require multiple drafts. (50 points per paper: 8 points first draft; 42 points for final draft) You will be assigned a partner for each paper and are expected to send the paper to your partner electronically by the due date. You are expected to read and edit the paper for content and structure.

Demonstration lesson for Peer...20 points

Percent of Final Grade: 5%

Being able to write lesson plans and design developmentally appropriate lessons is so important to your success as a teacher. You will plan an art lesson, which uses art to support social studies, science, math, or uses art for exploration and discovery of the art process. **NO CRAFTS ALLOWED.**

Total Points for Class Assignments...416 points

Percent of Final Grade: 55%

Field Placement Assignments:

11 Observation journals...110 points

Percent of Final Grade: 15%

Observation plays a key role in determining curriculum. It is crucial that you know how to observe children. As part of your field placement, you will be conducting 11 observations (two of these will be reflections of the lessons that you will teach). You will be responsible for e-mailing Ron Shultz AND also Rachel Diener or Judy Kelliher (depending on who is responsible for you during your practicum) with your journal entry each week after your practicum visit at the ELC. A guideline for entries is on page 13 of the syllabus. You must e-mail your reflection to Rachel or Judy and Ron no later than one day past your practicum visit. You will lose 1 point per day for late entries. (10 pts./each)

Implementing a Lesson...10 points

Percent of Final Grade: 5%

You will implement a lesson plan designed by Rachel or Judy during **the week of January 28 or February 4**. After teaching the lesson you will write up a formal reflection that includes the following: What were the learning objectives of the lesson? How did the lesson support and enhance the children's learning? What were the strengths and weaknesses of the lesson? What were the strengths and weaknesses of your teaching? What would you do differently next time in terms of your teaching? What would be a follow-up lesson you could do to continue with the knowledge from this lesson? A **written reflection** needs to be sent to Ron and also to either Rachel or Judy **within two days after the lesson**. See rubric entitled "ELC Lesson Implementation Evaluation."

Designing and implementing a Lesson Plan...25 points

Percent of Final Grade: 10%

After meeting with Rachel or Judy, you will develop and teach one lesson appropriate for the age group you are working with sometime **between Feb. 18 and March 28**. Your lesson will be taught with a small group of children at the Early Learning Center. The lesson plan will be submitted to Rachel or Judy **ahead of time** (at least 1 week prior to teaching- you will lose 5 points if you don't do this) so that feedback can be given prior to your teaching. You must change your lesson plans to reflect the feedback given from Rachel or Judy. After teaching the lesson you will write up a formal reflection that includes the following:

What were the learning objectives of the lesson? How did the lesson support and enhance the children's learning? What were the strengths and weaknesses of the lesson? What were the strengths and weaknesses of your teaching? What would you do differently next time in terms of your teaching? What would be a follow-up lesson you could do to continue with the knowledge from this lesson? A **written reflection** needs to be sent to Ron and also to either Rachel or Judy **within two days after the lesson**. See rubric entitled, "ELC Lesson Design and Implementation Evaluation."

Family Fun Day10 points

Percent of Final Grade: 5%

Prepare an interactive activity for the parents and children of the ELC. You will be in charge of an art/music/or story center during the evening. **Attendance is mandatory to receive credit for the event.** (Mark your calendar: **Saturday, March 23, from 10:45 to 1:15.**)

Practicum Attendance and Professionalism...44 points

Percent of Final Grade: 10%

Please remember that you are a professional and should dress appropriately. You will be working with small children; so do not wear **short skirts or low-cut tops, which show your midriff or derriere**. The teachers at the ELC are counting on you. If you are unable to make your scheduled field placement time, **please call the center** so that the teachers can plan accordingly. You need to have a minimum of 11 visits or 22 practicum hours. You will lose 2 points per missed hour of practicum. **Please make every attempt to make-up your missed hours.**

Total Points for Field Placement Assignments...199 Points

Percent of Final Grade: 45%

GRADING SCALE:

96 - 100%	A	83 - 85 %	C+
94 - 95%	A-	79 - 82 %	C
92 - 93 %	B+	75 - 78 %	C-
89 - 91 %	B	71 - 74 %	D+
86 - 88 %	B-	67 - 70 %	D

Late Assignments:

If you need more time to complete an assignment, please contact Ron before the due date to discuss options. Otherwise points will be deducted for late assignments.

- Points will be deducted from point totals for unexcused/excused absences, tardies and/or unsatisfactory participation in class activities.
- Unsatisfactory performance or excessive absences during class may result in removal from your field placement.

Teacher/Student Communication

Ongoing and reliable communication between students and the course instructor is imperative for success in the course. Regular postings will be made on Moodle regarding class assignments, however another important mode of communication is via your EMU email account. Please be sure to **check your email on a daily basis**, as will I, so that we are all working with the same up-to-date information.

TENTATIVE CLASS SCHEDULE

Mon., Jan. 7

Introduction: Nuts and Bolts of Class

Syllabus Discussion

Textbook discussion

Personal experiences of “Early Childhood” Programs

Wed., Jan. 9

Practicum Overview

Read ELC Handbook (write down 3 questions to ask)

Meet at the Early Learning Center 11:40 to 12:30

Park View Mennonite Church

Discuss requirements of the practicum at the Early Learning Center.

Review practicum requirements and assignments for field experience.

Mon., Jan. 14

NAEYC Standards- what and why

Read Chapter 1

Discuss and relate the NAEYC standards to best teaching practices.

Discuss four essays.

Wed., Jan. 16

Historical Contexts of Early Childhood Education

Read Chapter 2

Discuss the historical contexts that influenced early childhood educ.

Mon., Jan. 21

Types of Early Childhood Programs

Read Maria Montessori (C. Mooney, pp. 21-36) and Chapter 3

Overview of program and philosophy

Features of quality programming

Organizational Structure

Wed., Jan. 23	Guest Speaker - Rachel Diener, Director of the ELC Discussion of lesson plan and expectations for learning
Mon., Jan. 28	Understanding How a Child Develops and Learns <u>Read Chapter 4 and Piaget (C. Mooney, pp. 59-80)</u> Characteristics of Infants, Toddlers, Characteristics of 3 to 5 year olds Appropriate Curriculum and Activities
Wed., Jan. 30	Reviewing Scholarly Research – Stephanie Bush (Library 300b) A tutorial for reviewing literature in preparation for writing the NAEYC Standards papers
Mon., Feb. 4	Managing Spatial Resources: Organizing Space for Learning <u>Read Chapter 9</u> Indoor arrangement as a teaching strategy Criteria for Selection of Materials & Equipment
Wed., Feb. 6	Managing Spatial Resources: Organizing Space for Learning <u>Read Chapter 10</u> Outdoor arrangement as a teaching strategy Criteria for Selection of Materials & Equipment <i><u>(Send electronic version of Standard 1 for editing by Sat. morning)</u></i>
Mon., Feb. 11	Play in Childhood - <u>Read Chapter 5</u> Characteristic of Play; Why Play? How play contributes to children's learning
Wed., Feb. 13	Guiding Young Children <u>Read Chapter 6 and Erikson (C. Mooney, pp. 37-58)</u> What is guidance? Principles of guidance Guiding routines; Guiding behavior <i><u>(NAEYC Standard 1 final paper due by Sat. morning)</u></i>
Mon., Feb. 18	Observing Young Children: Learning to Look: Looking to Learn <u>Read John Dewey (C. Mooney, pp. 1-20)</u> Why observe children? How and what to observe?
Wed., Feb. 20	Observing Young Children: Learning to Look: Looking to Learn <u>Read Chapter 11</u> Using observations
Mon., Feb. 25	Fostering Early Literacy: Oral Language Oral language; retelling; drama <i><u>(Send electronic rough draft of Standard 3 for editing)</u></i>
Wed., Feb. 27	Fostering Early Literacy: Reading/Writing <u>Read Chapter 15</u> Literacy centers; early literacy assessments <i><u>Textbook Reflections (2) due for previously assigned chapters</u></i>

Mon. and Wed., March 4 & 6	Spring Break (No Class) <i>(NAEYC Standard 3 Final Paper due by Wed.)</i>
Mon., March 11	Using Children's books to support literacy Guest Speaker- Carla Robertson Writing books for children; Adapting books for special needs
Wed., March 13	Guest Speaker, Rachel Diener <u>Read Chapter 7</u> Working with Parents, Families and Communities Parent involvement; Developing Parent partnerships
Mon., March 18	Using the arts to promote Early Childhood Learning <u>Read Chapter 16</u> Creating aesthetics and appreciation for beauty Using art to teach content
Wed., March 20	NO CLASS (prepare for Family Fun Day) <i>(Send rough draft of Standard 2 for editing)</i>
SATURDAY, March 23	SPECIAL EVENT (Family Fun Day) 10:45 - 1:15 (Attendance is required) Creating opportunities to build family/school relationships
Mon., March 25	Using the arts to promote Early Childhood Learning Developing curiosity and creativity through visual art
Wed., March 27	Using Music to promote Early Childhood Learning (Chapter 16, pp. 452-459) Guest Speaker – Christy Stoner <i>(NAEYC Standard 2 final paper due)</i>
Mon., April 1	Easter Break (NO CLASS)
Wed., April 3	Demonstration Lesson to your peers Using art/music to teach content skills <u>Demonstration lesson DUE – Group 1</u>
Mon., April 8	Present Demonstration lesson to your peers Using art/music to teach content skills <u>Demonstration lesson DUE – Group 2</u>
Wed., April 10	Planning integrated instruction for Early childhood <u>Read Chapter 14</u> Integration with affective and cognitive components Review elements of developmental practice when planning instruction. <i>(Send electronic rough draft of Standard 5 for editing by Sat.)</i>
Mon., April 15	Meeting the Needs of Second Language Learners <u>Read Chapter 8</u>

Wed., April 17

**FIELD TRIP to Waterman Elementary to visit Preschool
(*Second set of textbook reflections due*)**

*** Please complete the online course evaluation by Friday, April 19. Your feedback is important.**

Mon., April 22

**Written Exam- take home
(*NAEYC Standard 5 Final Paper Due*)**

Wed., April 24

**Final Exam DUE (10:40 p.m.)
Share Transitions Activities**

DUE DATE FOR ASSIGNMENTS

- NAEYC Standard 1: Feb. 13 (rough draft due Feb. 6)
- NAEYC Standard 3: March 6 (rough draft due Feb. 25)
- NAEYC Standard 2: March 27 (rough draft due March 20)
- NAEYC Standard 5: April 22 (rough draft due April 13)
- Textbook Reading Reflection Journal: Feb. 27 and April 17
- Demonstration Lesson (classroom): April 3 or 8
- Written Exam: April 24
- Transitions: April 24
- Observations: Eleven total, One due each week no later than two days beyond observation day. Email to Ron and Rachel or Judy
- Two Lessons (practicum) - turned into Ron and Rachel or Judy

Writing Intensive Component for ED 321

Required elements of the four papers based on the National Association for the Education of Young Children (NAEYC) Professional Standards: see complete listing of each of the four standards at the end of the syllabus. Using the components outlined below write a five-page paper on each of the NAEYC Professional Standards #1 – 3, and 5. The goal of each of the four papers is to provide evidence of your ability to use the writing process as a tool for understanding and to write in a cohesive manner reflected by the EMU Undergraduate writing standards and to explore and give evidence of your understanding of each NAEYC standard.

Use the following link to the NAEYC Position Statement for a description of the Standards and a listing of related research articles that can be used for the literature review:

www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf

Required Elements:

- Full citation of the NAEYC Standard addressed in the paper with an explanation in the candidate's own words as to what the standard means.
- Literature review: Using a minimum of 2 practitioner journals and the textbooks for the course please include the following components as they relate to the NAEYC standards:
 - write a summary of the current research
 - explain the significance and relevance of the standard as presented in research
 - discuss how the standard applies to early childhood programs and professionals
 - describe why the standard is important to early childhood education.
 - use APA format when citing research or textbooks.

- Application of Standard in the professional setting
 - Based on the literature review
 - explain how the standard is used in the professional setting at the Early Learning Center.
 - provide specific examples from your practicum experience that highlight the use and application of the standard.
- Integration of standard into your teaching philosophy
 - Describe how you will use the standard to inform your own teaching and beliefs about how children learn. Explain the significance of the standard and relevance to the teaching profession and describe how the standard relates to best practice and professionalism.
- Evaluation of the NAEYC Paper
 - The first and final draft of papers will be evaluated using the undergraduate writing standards rubric (see rubric in course syllabus).
 - Submit paper electronically to your assigned partner and your professor on due date (see syllabus) for initial peer editing.
 - Your partner (or professor) will evaluate and provide feedback by using the track changes in MS Word to edit the first draft of the paper. Papers will be evaluated on the criteria from the Undergraduate Writing Standards Rubric. Papers should also be edited on the content and the authors understanding of the NAEYC standards. Papers must be edited and returned within two days after the paper has been received for feedback.
 - Once papers have been edited, partners/professor will return the edited paper with track changes and evaluation from Undergraduate Writing Standards Rubric criteria to the author on the assigned day.
 - Submit the first paper with track changes (rough draft) and the writing standards rubric used to evaluate the first draft of the paper with the final edited paper to your professor for evaluation on the assigned due date.

National Association for the Education of Young Children (NAEYC) Standards

1. Promoting Child Development and Learning (rough draft Feb. 6; final draft Feb. 13)

Students (teacher candidates) prepared in early childhood degree programs are grounded in a child development base. They use their understanding of children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

Helpful resources from assigned books: chapters 4, 5 and 6 from our Henniger textbook and *Theories of Childhood*.

2. Building Family and Community Relationships (rough draft March 20; final draft March 27)

Students (teacher candidates) prepared in early childhood degree programs understand that successful early childhood education depends on partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

Helpful resources: Henniger textbook, chapters 7 and 8.

3. Observing, Documenting, and Assessing to Support Young Children and Families (rough draft Feb. 25; final draft March 6)

Students (teacher candidates) prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Helpful resources: *Theories of Childhood*, pages 33-35; notes from class discussions

5. Using Content Knowledge to Build Meaningful Curriculum (rough draft April 13; final draft April 22)

Students (teacher candidates) prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of development domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula and promote comprehensive developmental and learning outcomes for every child.

Helpful resources: Henniger textbook, chapters 11-16

Practicum Observations & Journal Entries:

Objective: Reflect on your field experience by recording observations, reflecting on your actions, making connections to class content, and asking questions.

What is due:

You will write 11 field placement reflections (journal entries). This should work out to be an entry per week. Each entry should be about three paragraphs typed. The entries should be more of a **reflection** than documentation of what you did. E-mail your entries within 24 hours after each practicum visit to Ron and Rachel or Judy. ronald.shultz@emu.edu , rachel.diener@emu.edu; judy.kelliher@emu.edu

What to write:

The assignment is open-ended. Think about your experiences each week and respond to the following - what you saw, what you heard, what you did, what you wonder, how you felt, etc. and share those thoughts with me. You may use the “Observing Development” page at the end of each chapter (Henniger) for additional ideas.

You may reflect in one or more of the following ways:

Observations: What did you notice about the environment, the students, the lessons? What worked? What was hard? What was fun? How did students respond to the lesson? How did the teacher engage the students, etc. WHAT ARE YOUR THOUGHTS ON WHAT YOU OBSERVED?

Connections: What connections do you see between what you have learned in the past and what goes on in your field experience?

Reflection on your own practices: Write about what you did, how it went, and what you learned. Think about what you did well and what you would do differently the next time.

Questions: Always include one or two questions that were raised as you reflect on your field experience each week.

Length: about one page

These are just ideas. You may have other things to say.

ELC Lesson Implementation Evaluation (ED 321)

Name _____ Date _____

Whole/Small Group _____ Evaluator _____

Name of Lesson _____

Criteria	Points Earned/Comments				
Contacted teacher prior to lesson to discuss lesson idea	0	1			
Implemented lesson effectively	0	1	2	3	4
Reflection turned in one day after the lesson	0	1			
Accurate assessment of your teaching and children's response (refer to questions in the syllabus)	0	1	2	3	4
TOTAL	____ / 10				

ELC Lesson Design and Implementation Evaluation (ED 321)

Name _____ Date _____

Whole/Small Group _____ Evaluator _____

Name of Lesson _____

Criteria	Points Earned/Comments					
Contacted teacher prior to lesson to discuss lesson idea	0	1				
Lesson plan format filled out correctly	0	1	2	3	4	5
Plan turned in one week in advance	0	1				
Resources Cited	0	1				
Age appropriate objectives	0	1				
Came prepared with materials needed	0	1	2	3		
Well thought out procedures	0	1	2			
Implemented lesson effectively	0	1	2	3	4	5
Reflection turned in one day after the lesson	0	1				
Accurate assessment of your teaching and children's response (refer to questions in the syllabus)	0	1	2	3	4	5
TOTAL	_____ / 25					



PROFILE OF PERFORMANCE:
ED 321 Management and Organization of Early/Primary Education

Practicum Student _____ **School** _____

Classroom Teacher _____

Grade Level (Age Group)/Dates of Attendance _____

C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION–IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				
E: Professionalism	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses or areas for growth did you observe?

Please address any areas that receive a not acceptable rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department. This form will be reviewed by the course instructor and shared with the candidate.