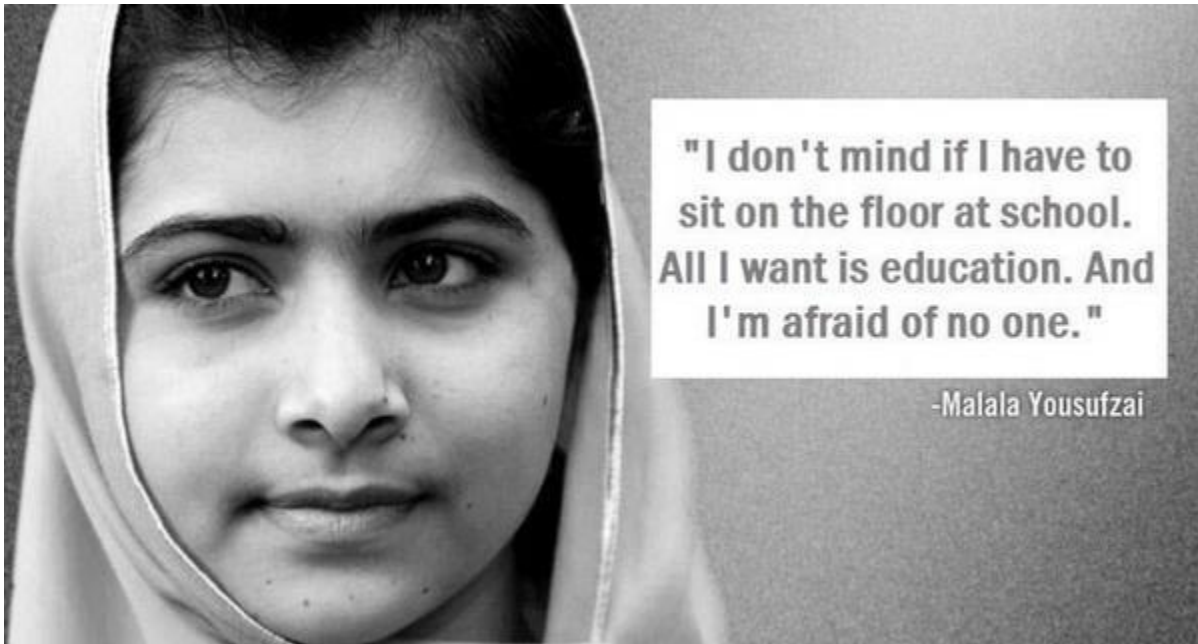


Student Teaching Practicum Syllabus ECE K 295

Spring 2016



Teacher Education Program

Three Rivers Community College

For candidates working in NAEYC Accredited Programs with children ages Birth to Five pursuing an A.S, degree and/or ECTC credential

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Introduction

The Three Rivers Community College teacher education program has been designed to prepare you to work in diverse settings with robust curriculum and dynamic early childhood professionals. Our program is NAEYC (National Association of Educators of Young Children) Accredited and is approved to award the ECTC (Early Childhood Teaching Credential) in both infant/toddler and preschool. Our practicum transfers to 4 year CT colleges offering ECE certification and credentialing as a 6 credit class.

Congratulations!, you have accepted because you have met the following competencies: a 3.0 grade point average, letters of support from ECE faculty, 18 prior credits in ECE and 100 hours of observations and varied experiences in the field. This experience should be perceived as your final application of everything you have learned and researched while at TRCC,

Goals:

The purpose of student teaching is to enable you to apply child development theory and methodologies in a learning environment with children. You will manage a classroom independently, plan, organize, implement and evaluate classroom activities. Students will complete a minimum of 200 hours of student teaching. Weekly seminars (3 hours) devoted to issues in early childhood education, curriculum prep and the experience of the student teacher will extend the individuals learning experience.

Three Rivers Community College follows the NAEYC professional standards. These standards are embedded in to the course work and field experience. Additionally, our students are beginning to be introduced to the CT new standards - <http://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>

Course Objectives:

The objectives of this course are for the student to demonstrate an understanding of:

1. The application of child development theory to learning environments, family and the community.
2. Establishing and maintaining physically and psychologically safe learning environments that promote children's physical, social, emotional, aesthetic and cognitive development and learning.
3. Their philosophy of early childhood education
4. Collaborating and consulting with other professionals to support children's learning and well-being.
5. Planning and implementing developmentally and individually appropriate learning experiences within and across disciplines, based on knowledge of individual children the family, the community and curricular goals and objectives.
6. Teaching mathematics, language arts and literacy, social studies, natural science, music, creative movement, drama, art, social studies and physical activity.
7. Teaching positive social skills and interaction among children and adults.
8. A variety of settings where ALL children are served.

9. The field of early childhood education and the question of educational practice.
10. Evaluating themselves as teachers.
11. The current policy issues in child care.
12. Ethical issues in the field of early childhood education and their application in the classroom.
13. Developing a weekly learning experience plan.
14. Preparing a resume and interviewing skills.

Course Outcomes:

Working Goals:

1. Begin to know and understand young children's needs and characteristics and the multiple influences on development and learning. (NAEYC 1a)
2. Use developmental knowledge to create healthy, respectful, supportive and challenging learning environments with content areas and academic disciplines. (NAEYC 5b)
3. Identify and understand family and community characteristics and identify ways the school involves both families and communities in the growth and development of children. Build materials and experience to enhance the Home School Connection. (NAEYC 2a)
4. Reflect upon and analyze the process of teaching based on student experiences or learning. Submit bi-monthly reflections that reflect this process. (NAEYC 3a)
5. Demonstrate the ability to use developmentally appropriate and effective approaches to teaching. (NAEYC 1b)
6. Begin to Demonstrate implementation of the PROJECT APPROACH, including Phases 1, 2, and 3 or thematic planning. (NAEYC 5b)
7. Plan, implement and evaluate developmentally appropriate activities with teacher's support and feedback. (NAEYC 5b)
8. Work collaboratively with colleagues to examine the effectiveness of your instructions and interactions with children. (NAEYC 6d)
9. Complete 200 hours of direct practicum experiences that include independent classroom control and active practicum experiences. (NAEYC 5c)
10. Create a portfolio that reflects classroom observations and reflections, weekly documentations, monthly lesson plans and work. (5c)
11. Have prepared a personal eportfolio on Digication of their work that demonstrates their knowledge, skills and experiences in the field of early childhood education.

Course Content:

This course is focused on the individual's student teaching experience with the weekly seminars extending the individual's student teaching experience. The following topics will be covered in an array of dimensions based on the experiences and needs of each individual teaching practicum class:

1. Putting Theory Into Practice, Student Teacher Expectations and The Role of the School Supervisor
2. Guidelines for Completing Assignments
3. Philosophy of Early Childhood Education

4. Role of Equipment and Supplies
5. Teaching in a Culturally Diverse Classroom
6. Planning for Children with Special Needs
7. Executive Functioning
8. Whole Brain
9. Vygotsky
10. Reggio Emilia
11. Parent Involvement
12. Objective Observations
13. CT ELDS
14. Appropriate Assessment and Ethical Consideration of Assessment
15. Planning Assessment Cycle, Intentional Teaching and Planning Web
16. Planning, Implementing and Evaluating Developmentally and Individually Appropriate Activities
17. The Project Approach and How to Implement
18. Developmentally Appropriate Practice
19. Classroom Management
20. Nurturing Responsible Behavior and Preventing Discipline Problems
21. Role of Guidance and Problem Solving and Facilitating Solutions
22. Family-Teacher Partnerships and Guidance
23. Using Computers in the Classroom
24. Early Literacy Development
25. Planning Appropriate Activities and the Weekly Learning Experience Plan
26. The Teachable Moment
27. Emergent Curriculum
28. Membership in Professional Organizations
29. Code of Ethical Conduct
30. Resume, Job Seeking Skills and Interviewing
31. Developing Self Awareness as a Teacher and Self Evaluation

Course Requirements:

Field Work

Students will work 200 hours in their field placement. After placement is made, students may not change without prior approval of the instructor. It is recommended that students work 15 hours per week for 13 -14 weeks. *At least one hour per week should be used for program planning.* This time is used to plan the student's involvement for the week. Students will manage a classroom independently, plan, organize, implement and evaluate classroom activities. In addition, it is hoped that students will participate in trainings and meetings.

Expectations of your Student

There will be a **ZERO tolerance** of any unprofessional acts or disrespectful behaviors of TRCC students to their peers, teachers, children and families. In the past, on a very rare occasion students have been removed from their placements as a result of questionable logic,

performance or actions. **Additionally, all candidates must present a stable and approachable disposition.** A written warning will be provided to a candidate before actions are taken, except in extreme situations. The ECE Coordinator has worked hard to select students who appear to have the disposition to teach. Professor Sheila Skahan is the Practicum Coordinator and Supervisor and can be reached by phone at 860.215.9475, by cell at 860.227.9016 or by email at the college sskahan@trcc.commnet.edu.

Technology

Lap top computers, cell phones and IPads are a part of our everyday life. There will be times when your TRCC student may ask to use these tools in class for a variety of reasons e.g., discovering APPS, cameras, recording conversations, etc. That said, students are expected to follow the guidelines and culture of your school's policies. Students are not expected to use their cell phones in class, unless you have given them a specific task e.g., "Can you record the students as they read their sight words? ". **If their phone is being used it should be only to record images or conversations of children.** In the past, students who texted during their student teaching time were cited for this in their evaluations.

BECOMING A PROFESSIONAL:

- Practicum Students will demonstrate professional manners and behaviors 100% of the time – or realistically 90% of the time – many of our students are new to the profession and could go with some guidance and mentoring. Overall, they are well intended, hardworking people

ASSIGNMENTS:

To begin:

- You are asked to become familiar with the **discipline, health, safety, and office policies and parent, staffing and curriculum guidelines** before you jump in.
- Before beginning your placements, you should spend time OBSERVING and getting to know your school's procedures and philosophies
- You are expected to ask which methods best fit your cooperating teacher's classroom needs. **ALL Curriculum Plans SHOULD BE PRE-APPROVED by your cooperating teacher. You must use the required State Dept of Education Learning Experience format, as well as integrating both Intentional Teaching and a Curricula Standard e.g. Creative Curriculum, Project Approach, Preschool Benchmarks, Ages and Stages..**
- You are responsible to create an e-portfolio that documents how you have met your candidate teaching objectives while in your placements. You will be given trainings in Digitization and will be working on following the CT OEC workforce competencies. You will use observations, work samplings and research to document your findings. The work that you gather in these areas will include both self-discovery and findings through your teacher's coaching.
- Personnel Procedures and Policies: Standard OSHA procedures and State Employment laws should be followed. Ask about your program's policies on personal

phone calls, sick and tardy standards, dress codes and overall personnel expectations.
THANKS!

- You are required to attend a weekly Practicum Support and Methods class; these classes/seminars meet every Weds from 2 to 4:50 at the college. We will discuss daily events, classroom methodologies and current best practices and research.

YOU will be evaluated three times during the semester

1. Within the first three weeks – QUICK GLANCE due Feb 17, 2016
2. Midterm - March 16, 2016
3. Final Evaluation– Overall Competencies – in depth – Due May 4th

Please take the time to share these evaluations with your students and return them to Sheila Skahan, 574 New London Turnpike, Norwich, CT 06360. Or scan and send to sskahan@trcc.commnet.edu.

- Finally, during the semester, I will be visiting your classroom at least two times. Typically, the first visit occurs in the morning in February, and then again in April. . My first visit is a friendly, "How do you do?" the second, is a formal evaluation of your student. Videotaping may occur in the second visit. Meanwhile if there are any questions or thoughts please call or text me at 860.227.9016 or call my office at TRCC at 860.215.9475.

ADDITIONAL REQUIREMENTS: Student should create a time sheet or use the enclosed to fulfill the 200 hours student teaching requirement; this form must be signed by you. This form should be included in the student's final portfolio.

Spring CALENDAR 2016

Jan 20th Orientation

Jan 27th First Class



Feb 17t	First Glance Evaluation Due
Feb 24th	Student Completes First Formal Mini Lessons
March 9th	Second Formal Mini Lessons
March 15^h	Mid Semester Evals Due
March 30th/ April 6th	Draft of Final L.E.P Projects
April 25-29th OR May 2 -6th	Option One: Active Planning and Teaching in Class Option Two: Active Planning And Teaching in Class
May 4th	Final Evals Due to TRCC Last Draft of Digication

Each week – Upload to Digication!! Begin reading the Articles from Day One ! One page summary and reflection!

Spring 2016 Student Teaching Schedule

Dates	Class	Topic
Jan 27	Beginning Steps	Review Philosophy Paper First Connections Bimonthly Reviews
Feb 3	Incorporating Digication	Bimonthly Reviews

	E-portfolios	
Feb 10	Mini Lesson Overview Make and Take	How to Design/Set Up for Projects
Feb 17	Eportfolio Update	Developmental Stages K/W/L
Feb 24	Present Mini Lessons to Group	Assessment Concepts; Building Relationships
March 2	Eportfolio Update Work samplings	Supporting Executive Functioning
March 9	Present Mini Lesson to Group Project Approach	Conquering a Fear – Role-play and Support Project Approach
March 16	Inventive Spelling/Tools of the Mind	Special Needs – digging deeper In class Case Study
March 23	Spring Break	Spring Break
March 30	Eportfolio Update Learning Experience	Code of Ethics In Class shared
April 6		Learning Experience Plan in Class
13 April	Eportfolio Update or below	Resume – Outline Vygotsky
April 20	FIELD TRIP or above	To Be Announced
April 27	YOUR BIG WEEK!! OR	Updates to Eportfolio - Shared
May 4th	Your Big Week!	Updates to Eportfolio - Shared
May 11th		

Readings Assigned

<i>Approaches to Learning</i>
<i>What we Already Know</i>
<i>Intentional Teaching</i>

<i>Developing Self Regulations</i>
<i>The Environment is the Curriculum</i>
<i>The Art of Meaningful Curriculum</i>
<i>Brain's Air Traffic Control</i>
<i>Challenging Behavior</i>
<i>Tools of the Mind</i>
<i>Unit Blocks</i> Whole Group

You are required to write an introduction letter to parents.

Students must begin the year by sending home an Introduction letter to parents. The letters should include the following:

1. Intro.. I am .. I am doing this because.. and this is what I am hoping to learn or to offer to the classroom.
2. It should include the hours and days that they would be there.
3. It should include action words describing what they hope to be doing e.g. documenting, learning teaching styles...
4. It should include an explanation of the photos, work samplings and discussions that they may need to collect or share in the name of education and growth.
5. It should include a permission form for photos and videos with a permission slip.
6. It should include any other norms of forms that your school requires.
7. A photo would be great to include.

Dear Families,

My name is Ashley xxx. I will be student teaching in the xxx Classroom this fall every Monday, Wednesday, Thursday and Friday from 1pm-4pm. I wanted to take a moment to introduce myself and tell you a little about what I will be doing. I am currently

enrolled in the Early Childhood Education Program at Three Rivers Community College and am completing my Student Teaching Practicum for graduation this semester.

During my time here I will be working closely with Ms. Jenn to plan and prepare a variety of learning experiences for the children. Along the way I will be observing and documenting their progress by collecting work samples, taking pictures and through the use of recording devices. This will enable me to record our class's learning experiences and will also serve as an aid for future planning. Prior to working with Ms. Jenn, I have had the pleasure of working with a variety of children from ages 6 weeks to 8 years of age for the last ten years. I also have two children of my own, a son and daughter, ages 10 and 11. Both working with children and raising my own has brought me a wealth of knowledge and experience, as well as great joy!

I look forward to meeting and getting to know you and the children. If at any time you have questions, please feel free to ask me or you can always leave a message and I will respond promptly. It's going to be a fun and exciting time for us all!



Sincerely,

Ashley

I give permission for my child's work samples, pictures and videos to be used for educational purposes.

Child's Name _____ Date: _____

Parent/Guardian Name (print) - _____ Signature _____

Student Teachers will complete the following observation and journaling entries twice a month. This is your independent work and you may work on this when there is some down. After you have had these corrected by your college professor, you should make edits and place in your class electronic portfolio.

Bi-Monthly Reflections Student Teaching Practicum

Common Development Milestones	Individual Differences Noted	Age Appropriate Standards/Intentional Teaching Strategies
Physical Well Being and Motor Development	Physical Well Being and Motor Development	Physical Well Being and Motor Development
		Standards: Action:
Social And Emotional Development	Social And Emotional Development	Social And Emotional Development
		Standards:

		Action:
Language Development (communication, early literacy, dual language development)	Language Development (communication, early literacy, dual language development)	Language Development (communication, early literacy, dual language development)
		Standards: Action:
Cognitive and General Knowledge	Cognitive and General Knowledge	Cognitive and General Knowledge
		Standards: Action:
Creative Arts and Expressions	Creative Arts and Expressions	Creative Arts and Expressions
		Standards: Action:
Approaches to Learning	Approaches to Learning	Approaches to Learning
		Standards: Action:

Identify similar characteristics that you have observed with the children in your class. Use OBJECTIVE language; do not list names – use initials).

NAEYC Standard One: Promoting Child Development and Learning

NAEYC Standard Two: Building Family and Community Relationships Knowing about and Supporting Family and Community Relationships

1. What strategies did you observe that the program or staff use become acquainted with and learn about their family structure, preferred child rearing practices, linguistic, and cultural backgrounds? (ongoing)

Report First and Last Month:

2. What weekly correspondences does the program disseminate regarding children's activities, development milestones, and program information? Reflect on the effectiveness of this tool. (Attach if appropriate)
3. If the program feels that a child has a developmental delay or other special needs, how is this communicated in a confidential, supportive manner? (Policy may be consistent but may change in specific cases)

NAEYC Standard 3: Observing, Documenting and assessing to support young children and Families

1. What formal observing and documenting occurred during this past week?
2. Did you find the assessment method to be sensitive to the child's family culture and home language, the child's experience and the child's abilities and disabilities? (Be specific)
3. What specific observation methods (formal and informal) did you actively participate in? How will this impact your teaching? And understanding?

NAEYC Standard 4: Approaches to Connect with Children and Families Using Developmentally Effective Approaches

1. Describe how you were and are able to develop individual relationships with children by providing care that is responsive attentive, consistent and culturally sensitive.
2. Describe times this week when you either observed or actively participated in any of the following teaching approaches.
 - Supporting children's needs for physical movement, sensory stimulation, fresh air, rest or nourishment.
 - Organizing space and material in content and developmental areas to stimulate exploration and learning.
 - Working to prevent challenging or disruptive behavior

Standard 5: Using Content Knowledge to Build Meaningful Curriculum (may include language arts, social studies knowledge, logic and reasoning, common core state standards)

1. What were the learning objectives for the past two weeks?
2. Did you see examples of the K/W/L used? Please describe.
3. What philosophy of teaching is evident in this school and/or classroom?

Standard 6: Becoming A Professional

As each week progress, you will gain knowledge and experience as a member of the ECE profession. As a member you will know and understand the Code of Ethical Conduct and professional guidelines. Indicate if you have had times where you witnessed or were challenged by a ethical conflict.

Is there anything your TRCC ECE Professor or the college could do to assist you in your placement?

Yes: _____ I need help with the following

No: _____ I think I am ok right now.

NAEYC Standards for Early Childhood Professional Preparation Programs **A position statement of the National Association for the Education of Young Children**

Introduction

NAEYC Standards for Early Childhood Professional Preparation Programs represents a sustained vision for the early childhood field and more specifically for the programs that prepare the professionals working in the field. This 2009 revision of the standards is responsive to new knowledge, research and conditions while holding true to core values and principles of the founders of the profession. It is designed for use in a variety of ways by different sectors of the field while also supporting specific and critical policy structures, including state and national early childhood teacher credentialing, national accreditation of professional early childhood preparation programs, state approval of early childhood teacher education programs, and articulation agreements between various levels and types of professional development programs.

Standards Summary

Standard 1. Promoting Child Development and Learning

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young 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.

Key elements of Standard 1

- **1a:** Knowing and understanding young children's characteristics and needs
- **1b:** Knowing and understanding the multiple influences on development and learning
- **1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2. Building Family and Community Relationships

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon 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.

Key elements of Standard 2

- **2a:** Knowing about and understanding diverse family and community characteristics
- **2b:** Supporting and engaging families and communities through respectful, reciprocal relationships
- **2c:** Involving families and communities in their children's development and learning

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

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.

Key elements of Standard 3

- **3a:** Understanding the goals, benefits, and uses of assessment
- **3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- **3c:** Understanding and practicing responsible assessment to promote positive outcomes for each child
- **3d:** Knowing about assessment partnerships with families and with professional colleagues
- **3e:** Facilitating referrals based on screening, observation and child assessment

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

- **4a:** Understanding positive relationships and supportive interactions as the foundation of their work with children
- **4b:** Knowing and understanding effective strategies and tools for early education
- **4c:** Using a broad repertoire of developmentally appropriate teaching/learning approaches
- **4d:** Reflecting on their own practice to promote positive outcomes for each child
- **4e:** Nutrition, health and safety

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

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. Candidates understand the importance of developmental 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. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

- **5a:** Understanding content knowledge and resources in academic disciplines
- **5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- **5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

Standard 6. Becoming a Professional

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

- **6a:** Identifying and involving oneself with the early childhood field
- **6b:** Knowing about and upholding ethical standards and other professional guidelines
- **6c:** Engaging in continuous, collaborative learning to inform practice
- **6d:** Integrating knowledgeable, reflective, and critical perspectives on early education
- **6e:** Engaging in informed advocacy for children and the profession

1) SELF-ASSESSMENT AND SELF-ADVOCACY

Associate degree candidates are often at a key decision point in their professional lives, entering or reentering higher education after extended work experiences or making decisions about further education beyond the associate degree. Therefore, skills in assessing one's own goals, strengths, and needs are critical, as is learning how to advocate for one's own professional needs.

Evidence of growth: Candidates' growth in these skills may be seen in assessments of changes over time and in the actual professional decisions made by candidates as they move through the program and beyond.

Indicators of strength:

- Candidates assess their own goals, strengths, and needs.
- Candidates know how to advocate for their own professional needs.

2) MASTERING AND APPLYING FOUNDATIONAL CONCEPTS FROM GENERAL EDUCATION

General education has value for its own sake—as part of the background of an educated person—and for the value added to practitioners' ability to implement a conceptually rich curriculum. Both in immediate employment as an early childhood professional and in preparing for further baccalaureate study, associate degree graduates are enriched by understanding foundational concepts from areas including science, mathematics, literature, and the behavioral and social sciences.

Evidence of growth: Candidates' acquisition of these skills may be seen, for example, in their successful mastery of general education objectives, in their written and oral rationales for activities, and in ratings of the conceptual accuracy and richness of their curriculum plans.

Indicators of strength:

- Candidates understand foundational concepts from areas such as science, mathematics, literature, and the behavioral and social sciences.
- Candidates can apply these concepts in their work as early childhood professionals.

3) WRITTEN AND VERBAL COMMUNICATIONS SKILLS

Well-prepared associate degree graduates have strong skills in written and verbal communication. These skills allow them to provide positive language and literacy experiences for children, and they also support professional communications with families and colleagues. Candidates going on to baccalaureate study need skills sufficient to ensure success in upper-division academic work. In addition, technological literacy is an essential component of this set of skills.

Evidence of growth: Candidates' mastery of these skills may be seen, for example, in successful completion of relevant courses, performance on communication and technological aspects of assignments, and competent use of communication skills in field experiences.

Indicators of strength:

- Candidates have effective skills in written and verbal communication.
- Candidates are technologically literate.

4) MAKING CONNECTIONS BETWEEN PRIOR KNOWLEDGE/EXPERIENCE AND NEW LEARNING

All professionals need these skills, but they are especially important in supporting the learning of associate degree candidates who have worked for years in early care and education. Well prepared associate degree graduates are able to respect and draw upon their past or current work experience and also reflect critically upon it, enriching and altering prior knowledge with new insights. These skills will, over time, enable graduates to respond to the evolving mandates and priorities of the early childhood field.

Evidence of growth: Progress in making productive connections may be seen in candidates' growing ability to articulate relevant theory and research that either affirms or calls into question their experience—often seen in journals and portfolios, but also in interviews and presentations.

Indicators of strength:

- Candidates respect and draw upon their past or current work experience.
- Candidates are able to reflect critically upon their experience.

5) IDENTIFYING AND USING PROFESSIONAL RESOURCES

Even the best associate program cannot provide in-depth knowledge and skills in all areas. Therefore, well-prepared graduates should know how to identify and use credible professional resources from multiple sources, allowing them to better serve children and families with a wide range of cultures, languages, needs, and abilities. Evidence of growth: Candidates' growth in this area may be evidenced, for example, by portfolio artifacts, resources used in lesson plans or other field assignments, or in class presentations.

Indicators of strength:

- Candidates know how to identify and use credible professional resources from multiple sources. Candidates use these resources to better serve children and families with a wide range of cultures, languages, needs, and abilities.

TRCC CONCEPTUAL FRAMEWORK Compiled for NAEYC Accreditation

The mission of the TRCC ECE program is to offer a well-rounded and rewarding post-secondary education which emphasizes: Teaching and Learning, Integrity and Service, Community and Diversity with an emphasis on critical thinking, and effective

communication. The primary goal of the program is to prepare passionate educational leaders, providers and teachers to serve as community resources for people and institutions within the region. Successful candidates will demonstrate the disposition, temperament and high academic standards to create positive environments and relationships in diverse settings with all children ages 0-8 years.

The ECE program incorporates instruction that stresses connection to real life expectations in the field based on theoretical understanding of all aspects of developmentally appropriate practices. The ECE program promotes professionalism and supports the development of leadership through a program that stresses academic rigor through development of oral, written, expressive and receptive competencies. Candidates are encouraged to take responsibility for oneself, one's peers, one's colleagues and one's community.

The ECE program is a community based educational program that prepares, supports and embraces individuals in their pursuit of an early childhood education working with children ages 0-8. Trust and confidence in academic programs are built through an academic plan of study that involves observation and involvement in local schools and child care facilities from the onset of the ECE plan of study. TRCC faculty believes that all candidates are able to learn; although not everyone is ready to teach. The ECE program provides access for all regardless of age, race, ethnicity, culture, gender, orientation, or disability. It is the TRCC ECE program's intent to graduate candidates who believe that all children are capable of learning.

Within the field of early childhood the following topics / research has most influenced how we teach 1) NAEYC standards and skills, 2) Intentional Teaching, 3) DAP / DCAP, and 4) Learning theories including but not limited to the socio-constructivist theory and multiple intelligences. The conceptual framework in conjunction with NAEYC standards and supportive skills has been designed to allow candidates the opportunity to apply concepts as they relate to best practice in a variety of activities and assignments to develop a foundation for real life application. The entire ECE program is to create a cohesive plan of study current in National and State Competencies and standards.

Personal Portfolio via Digication

Students will prepare a portfolio based on the NAEYC Standards that demonstrates their skills, abilities, experiences and professionalism as a teacher. These documents must be presented as eportfolios in Digication. The portfolio is to be a reflection and analysis of your development as a teacher linked to the NAEYC Standards. These reflective essays should demonstrate your skills, abilities, experiences and professionalism as a teacher. Students are asked to think over their experiences and courses and reflect on what knowledge, skills, and abilities they have gained. Give as many concrete examples as you can. Please identify which number, standard or key element you are discussing in your essays. All of the items in the following outline must be discussed. It is acknowledged up front that there will be varied lengths on essays and work samplings.

The aforementioned NAEYC standards and documentation ideas combined with your class assessments done in the first class, will be refined and a list will be generated and refined to outline your Digication portfolio. The following is a sample from last semester – your will also include class readings.

Sample: Early Childhood Education

- [ECE 295 Practicum](#)
 - [Introduction Letter \(NAEYC Standard 4a\)](#)
 - [Philosophy of Teaching \(NAEYC Standards 4d, 5c, 6d\)](#)
 - [Classroom Layout](#)
 - [Dual Language Learners \(NAEYC Standards 1c, 2b\)](#)
 - [New Preschool Benchmarks \(NAEYC Standards 1c, 4a, 4c\)](#)
 - [Common Core Standards \(NAEYC Standards 4c, 6a\)](#)
 - [Tools of the Mind - Vygotsky \(NAEYC Standards 1c, 4a, 4c\)](#)
 - [Scaffolding \(NAEYC Standards 1c, 4c\)](#)
 - [Whole Brain Methods \(NAEYC Standard 4a, 4c\)](#)

- o [Cycle of Teaching \(NAEYC Standards 4a, 4c, 4d\)](#)
- o [Multiculturalism Methods and Approaches in Teaching \(NAEYC Standard 2c, 4c\)](#)
- o [Asking Open Ended Questions to Facilitate Higher Order Thinking \(NAEYC Standards 4c, 5b\)](#)
- o [Bi-Monthly \(NAEYC Standards 1b, 1c, 2b, 4a\)](#)
 - [Bi-monthly 1](#)
 - [Bi-Monthly 2](#)
- o [Lesson Plans \(NAEYC Standards 5a, 5b, 5c\)](#)
 - [Feed the Squirrel](#)
 - [Sunflower Exploration](#)
 - [Bark Rubbings](#)
- o [Reflection of Lesson Plans \(NAEYC Standards 3b, 4d\)](#)
 - [Reflection: Feed the Squirrel](#)
 - [Reflection: Sunflower Exploration](#)
 - [Reflection: Bark Rubbing](#)
- o [Learning Experiences \(NAEYC Standards 1c, 3b, 4c, 5c\)](#)
 - [Apples and Pumpkins](#)
 - [Tree Study: Part 1](#)
 - [Tree Study: Part 2](#)
- o [Final Integrated Curriculum Unit \(NAEYC Standards 3b, 3c\)](#)
- o [How Do Children Learn to Read \(NAEYC Standards 1c, 2c, 3c, 4c, 5c\)](#)
- o [How Do Children Learn to Write \(NAEYC Standards 1c, 2c, 3c, 4c, 5c\)](#)
- o [Music of the 21st Century \(NAEYC Standards 5a, 5c\)](#)
- o [Social Studies \(NAEYC Standards 5a, 5c\)](#)

- o [How to deal with conflict \(NAEYC Standard 6b\)](#)
- o [What Motivates YOU? \(NAEYC Standards 6a, 6b, 6c\)](#)
- o [Goodbye & Thank You Letters \(NAEYC Standard 2b\)](#)
- o [Scanned Evaluations \(NAEYC Standard 6b\)](#)
- o [ECTC](#)



Step One: Getting Started

You may begin by asking lots of questions, meeting families, conversing with children and respecting that you are quest in your classroom. No one is expecting you to come in with bells and whistles, nor do they expect you to know all of the answers. Think of yourself as a volunteer and take the time to notice if a child needs a shoe velcroed, help with a computer or a gentle conversation. Soon you will begin to understand the structure of the day and where you are expected to be to help and to best utilize your time. This is the best time to ask questions politely and appropriately of your teacher. Sometime nonverbal cues will be the best form of communication. For example, if your teacher is running group time you can motion or ask – “Do you want me to be on rug in group, or is it better for me to be setting up snack?”

Step Two: Jumping In

Depending on your experiences, you will know intuitively when you should be taking on more initiative. No one wants a deadbeat student teacher, who come mid-February is still sitting and watching. Jump in. It is expected that you will have done 2 mini lessons by March. Starting at the end of April into May.. Students will plan, implement and evaluate different learning experiences with young children. Students may use the texts or activities from other sources. These activities will be planned in conjunction with the supervising teacher at the school where the student is student teaching and developed and presented by the student teacher. The activities must be selected from language and literacy, music, dance, drama, art, mathematics, physical education, social studies, science, geography, history, economics and social relations/civics.

Step Three: Cumulative Project – THE BIGGY

By April, you should be prepared to take more control of the class and to begin your thematic or in-depth “projects.” Our seminars and your teachers WILL HELP YOU GET THIS POINT.

Recommended Reading for Standard 1

- Bedrova, E., & Leong, D. J. (2006). *Tools of the mind: The Vygotskian approach to early childhood education*. (2nd ed.). Upper Saddle River, NJ: Prentice Hall
- Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC: National Association for the Education of Young Children.
- Brazelton, T. B. (1992). *Touchpoints: Your child's emotional and behavioral development*. Reading, MA: Da Capo Lifelong Books.
- Coles, R. (2000). *The moral life of children*. New York: Atlantic Press Monthly Press
- Hughes, F. P. (2009). *Children, play, and development*. (4th ed.). Boston: Sage Publications Inc.
- Rogers, C. S., & Sawyers, J. K. (1998). *Play in the lives of children*. Washington, DC: National Association for the Education of Young Children
- Shore, R. (2003). *Rethinking the brain: New insights into early development* New York Families and Work Institute.
- Van Ausdale, D., & Feagin, J. R. (2001). *The first R: How children learn race and racism*. Lanham, MD: Rowan and Littlefield Publishers.

Required Reading for Standard 2

- Allen, J. (2007). *Creating welcoming schools: A practical guide to home-school partnerships with diverse families*. New York: Teachers College Press. \
- Berger, E. H., & Riojas-Cortez, M. R. (2011). *Parents as partners in education: families and schools working together*. (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Couchenour, D., & Chrisman, K. (2010). *Families, schools, and communities, together for young children*. (4th ed.). Clifton Park, NY: Wadsworth Publishing Delmar Cengage Learning.
- Gonzalez-Mena, J. (2005). *The young child in the family and the community*. (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Kozol, J. (1995). *Amazing grace: The lives of children and the conscience of a nation*. New York: Crown.

Tabors, P. (1997). *One child, two languages: A guide for preschool educators of children learning English as a second language*. Baltimore, MD: Brookes Publishing Company.

Recommended Reading for Standard 3

Beatty, J. J. (2009). *Observing development of the young child*. (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Gullo, D. F. (2004). *Understanding assessment and evaluation in early childhood education*. (2nd ed.). New York: Teachers College Press.

Losardo, A., & Notari-Syverson, A. (2011).

Baltimore, MD: Brookes Publishing Company *Alternative approaches to assessing young children*.

Puckett, M. B., & Black, J. K. (2007). *Meaningful assessments of the young child: Celebrating development and learning*. (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Wien, C. A. (2004). *Negotiating standards in the primary classroom: The teacher's dilemma*. New York: Teachers College Press.

Wortham, S. C. (2007). *Assessment in early childhood education*. (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Recommended Reading for Standard 4

Charney, R. S. (2002). *Teaching children to care: Management in the responsive classroom*. Revised ed.). Greenfield, MA: Northeast Foundation for Children.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. (Updated ed.). New York: The New Press.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African-American Children*. (2nd ed.). San Francisco: Jossey-Bass

- Paley, V. (1993). *You can't say you can't play*. Cambridge, MA: Harvard University Press
- Katz, L. G., & Chard, S. C. (2000). *Engaging children's minds: The project approach*. (2nd ed.). Norwood, NJ: Praeger.
- Copple, C. (Ed.). (2003). *A world of difference: Readings on teaching young children in a diverse society*. Washington, DC: National Association for the Education of Young Children.
- Kostelnik, M., Gregory, K., Soderman, A., & Whiren, A. (2011). *Guiding children's social development and learning* (7th ed.). New York: Wadsworth.
- Paley, V. G. (2000). *The kindness of children*. Cambridge, MA: Harvard University Press.
- Wheeler, E. J. (2004). *Conflict resolution in early childhood: Helping children understand and resolve conflicts*. Upper Saddle River, NJ: Prentice Hall.
- Paley, V. (1991). *The boy who would be a helicopter*. Cambridge, MA: Harvard University Press.

Required Reading for Standard 5

- NAEYC Position Statement: Early Learning Standards
- NAEYC Position Statement: Learning to Read and Write
- NAEYC Position Statement: Technology and Young Children
- NAEYC Position Statement: Early Childhood Mathematics: Promoting Good Beginnings
- Helm, J. H., and Beneke, S. (2003). *The power of projects: Meeting contemporary challenges in early childhood classrooms – strategies and solutions*.
- Helm, J. H., & Katz, L. (2010). *Young investigators: The project approach in the early years*. (2nd ed.). New York: Teachers College Press.
- Kamii, C., & Housman, L. B. (1999). *Young children reinvent arithmetic: Implications of Piaget's theory*. (2nd ed.). New York: Teachers College Press
- Owocki, G. (2001). *Make way for literacy: Teaching the way young children learn*. Washington,

DC: National Association for the Education of Young Children

Required Reading for Standard 6

NAEYC Position Statement: Code of Ethical Conduct and Statement of Commitment

NAEYC web resource: Voices of practitioners: Teacher research in early childhood education

<http://www.naeyc.org/publications/vop>

Ayres, W. (1995). To become a teacher: Making a difference in children's lives. New York: Teachers College Press.